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ABSTRACT

The handbook is intended to help home economics teachers incorporate mainstreamed special needs students into their classes. Sample individualized education programs with home economics related goals and objectives are offered to illustrate the role of home economics instruction. General teaching suggestions (such as breaking down the task to small, sequential steps) are followed by examples of pre- and post-tests, vocabulary study and worksheets, competency charts, and a discussion of the learning center approach in home economics. Examples of learning center tasks (such as food and nutrition exercises and sewing and textile activities) are provided with information on objectives, directions, and evaluation. (CL)

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Mainstreaming in Home Economics Classes

A Handbook for Home Economics Teachers Featuring Activity Learning Centers

Carol Gildner

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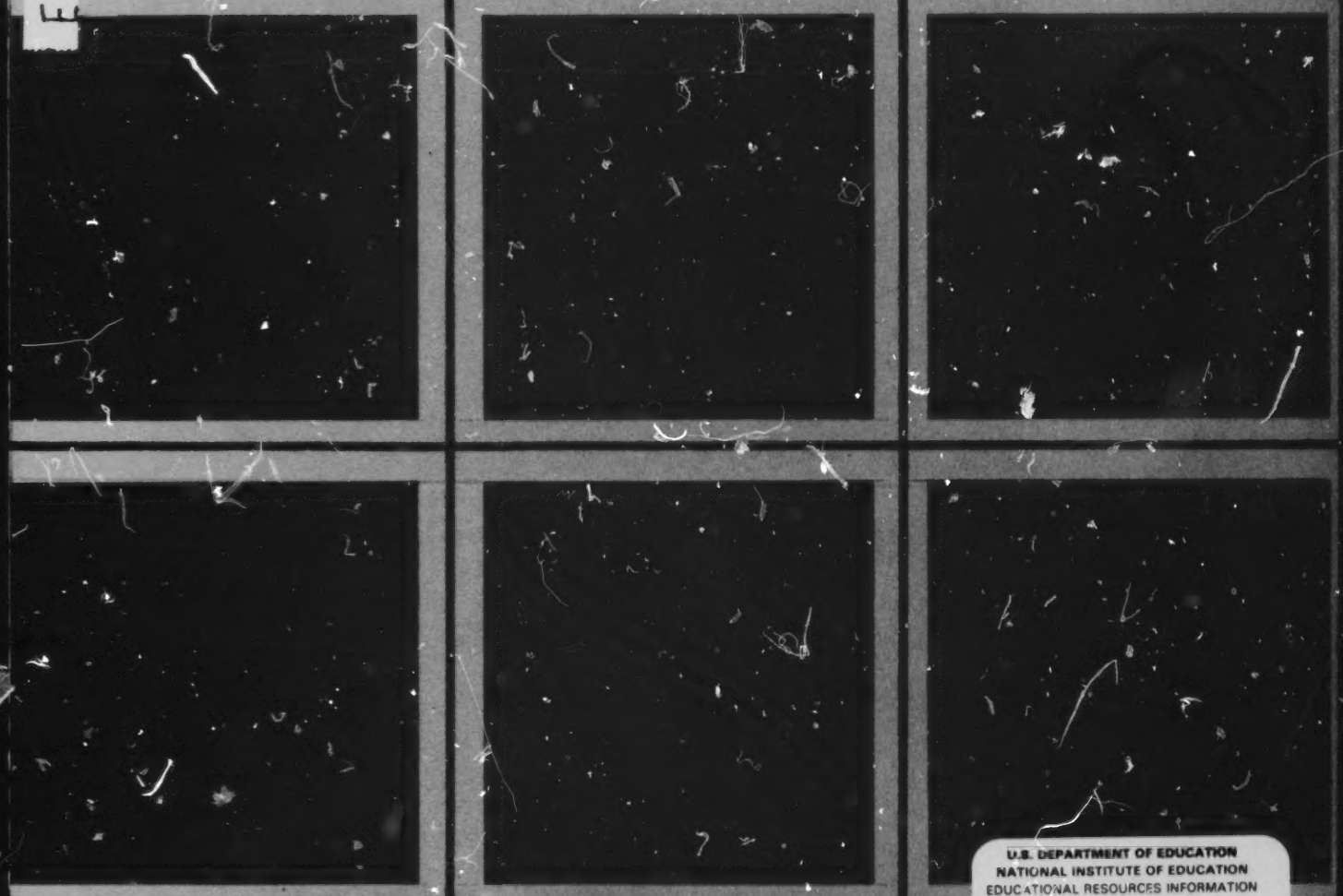

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MAINSTREAMING

IN

HOME ECONOMICS CLASSES

A Handbook for Home Economics Teachers
Featuring Activity Learning Centers

by
Carol Gilcher
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Introduction

Ideas in this book grew from needs which arose when students from special education classes were mainstreamed into regular home economics classes. On occasions, as many as twelve (12) special students were scheduled into a class of thirty-four (34) students. The teacher requires understanding of these students plus some lesson ideas which require a minimum of individual teaching in such situations.

Teachers wish for smaller classes and the opportunity for more individual attention to students. Strained school budgets can prevent this so home economics teachers need to be able to meet new demands.

Many special needs students are boys, so male-oriented material is necessary. Special needs students are often hyperactive and respond well to hands-on projects. Success with work that doesn't appear to be for babies develops self-image.

Enthusiasm for these students and demonstrating that the teacher sincerely enjoys them is the integral feature of working with special needs students. If special education ideas are a foundation for the entire class, such as using a clearly established vocabulary, the whole class can benefit. It is hoped that this book will aid home economics teachers in developing confidence and enthusiasm in working with mainstreamed students.

Brief General Information

Every special needs student is individual and has individual needs.

Identify your mainstreamed students:

- notice other classes listed on student's schedule
- ask school health room supervisor
- ask resource teachers:
  - may check off their students on your roll lists
  - may provide you with a list of their students

Try to work closely with resource teachers and parents of these students.

Seven (7) characteristics of special needs students to remember in adapting your program:

- poor incidental learning - have picked up less from their environment
- difficulty following directions
- limited reading and receptive vocabulary
- limited ability to abstract and generalize
- poor memory
- short attention span
- inadequate social skills

Multisensory learning is an important concept in working with special needs students.

listening
sight
hapatic (touch)
taste
smell

Break down learning into step-by-step tasks for special needs students.

Shorten a task or allow student more time.

Discipline of special needs students:

- try to build up student's self-image, not tear it down
- keep them busy
- be attentive to whether your assignments can be done by these students
- be very firm and clear in explaining limits and boundaries

Definitions

handicapped - categorized in federal legislation includes mentally retarded, hearing impaired, deaf, deaf-blind, speech-impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired (cystic fibrosis, epilepsy), specific learning disability (brain injury, dyslexia, aphasia), and multihandicapped.

Public Law 94-142 - states that all disabled students up to age 21 have the right to a free public education in the least restrictive environment.

Mainstreaming - involves integrating handicapped students into regular classrooms.

Competency Based Education - is criterion-referenced education in which the desired outcomes relating to knowledge, attitudes and behavior are stated as behavioral objectives. Students know that certain competencies are expected of them in order to pass. This emphasizes accountability.

performance objectives - identify the actual performance which a student should be able to make after he/she has successfully completed an area of study.

1. Write down what the student is expected to do (PERFORMANCE)
2. Expand this by writing the limitations under which the student will perform (CONDITIONS)
3. End by writing how well the activity is to be done (CRITERIA)

CONDITIONS → PERFORMANCE → CRITERIA

Example:

Given recipe, milk, eggs, butter, fork, frying pan, range, spatula, and hot pad, the student will cook scrambled eggs that score 70% or better on the standard product card.

I.E.P. or Individual Education Plan

Public Law 94-142 specifies that on the basis of an individual assessment, an Individual Education Plan (IEP) must be designed for each handicapped student, and the plan must have parental approval. The child-evaluation team responsible for developing the plan includes a representative of the local education agency, a special education teacher/counselor, parents/guardians and the student, if appropriate. The home economics teacher may serve as a member of the team or as a resource person.

State regulations regarding the specific content of the IEP differ. However, Public Law 94-142 states that the following must be included:

- Level of the present educational performance.
- Annual goals and short-term instructional objectives.
- List of services to be provided and statement of how much education students will receive in the regular classrooms.
- Date when supportive services are due to begin and the expected length of services.

Examples of two (2) IEP's with some home economics related goals and objectives follow.

Student information on these forms is all fictional.

IV. EDUCATIONAL GOALS FOR PUPILS (please list)

ANNUAL GOALS

SHORT TERM INSTRUCTIONAL OBJECTIVES

The student will be able to plan and prepare nutritious meals
The student will be able to use appropriate cleaning skills for keeping his immediate environment clean
The student will develop the skills necessary for good shopping.
The student will be able to make minor sewing repairs and alterations to clothing.
The students will learn the skills necessary for laundering clothing and other common washable items

V. EDUCATIONAL SERVICES TO BE PROVIDED

Special Education and Related Services

FILL IN HOURS PER WEEK

_____ Resource Room
_____ Speech Therapy
_____ Hearing Therapy
_____ Vision Program
_____ Home Teaching
_____ P.T.
_____ O.T.
_____ Vocational Development Program
_____ S.C. Class
_____ Other: _____

Regular Education Programs

_____ Reading
_____ Math
_____ Social Studies
_____ Science
_____ P. E.
_____ Music
_____ Art
_____ Industrial Arts
_____ Reading Resource
_____ SLRD
_____ OMA
_____ Gifted
_____ Counselor
_____ Other: _____

VI. ADDITIONAL OBSERVATIONS, ASSESSMENTS OR TESTING DATA:

All information has been considered but the following appears to be especially significant

Date	Information	Examiner Observer

PART I — INDIVIDUAL EDUCATION PROGRAM

(Used in conjunction with the I.E.P. Part II and SEP-11)
To be developed prior to admission to a special education program
To be reviewed at least annually by an ARD Committee.

SPECIAL EDUCATION DEPARTMENT
INDIVIDUAL EDUCATION PROGRAM (I.E.P.)
for Levels (I.) II, III, IV, V, VI *(circle appropriate service)*

I. REFERRAL INFORMATION:

Student's Name John Doe Grade 9 D.O.B. 5-11-65 School _____

Referred to _____ by _____
Name *Position* *Name* *Position*

(Referral based upon conference between above agents – a written referral dated and signed must accompany contact.)

Prepared by _____ Approved by _____
Date *Principal (ARD rep.)* *Date* *So. Ed. Area Supervisor or Designee* *Date*

Anticipated Date of Admission to Program 9/81 Projected Duration of Service Graduation

II. ASSESSMENT DATA:

All assessment data has been considered but the following appears to be especially significant.
(PS-90 must be secured prior to assessment)

Test Administered/Written Observation Data	Date	Examiner or Observer
Psychological	2/80	Smith
Peabody Individual Achievement Test	9/81	Anderson
Key Math	9/81	
Slosson Oral Reading Test	9/81	"

III. EDUCATIONAL ASSESSMENT:

Examiner Jones Date of Report 4/81

A. CURRENT LEVEL OF EDUCATIONAL PERFORMANCE

Reading Level: Student reads on a 4th or 5th grade level independently but can handle instructional materials at a beginning 6th grade. He depends heavily on word configuration and context clues.

Spelling Level: His spelling is on second grade level. He uses few phonetic or structural analysis skills.

Math Level: Student can perform basic 4 computations. Student can read a ruler and tape measure but cannot make conversions. Math level in 5th grade.

Other:

B. REPORT OF OBSERVATIONS AND ASSESSMENTS

Language (written & oral): Student can discuss topics orally in class. His grammar and sentence structure is age-appropriate. He has great difficulty writing paragraphs. He can complete a simple form independently.

Motor: Student has good gross motor skills. He can copy neatly from charts and from books.

Behavior: Age-appropriate behaviors. Sometimes depends on teacher to get him started. Needs frequent positive feedback from adults.

Self Help Skills: Student has difficulty organizing his notebooks and worksheets. Has difficulty getting started on assignments.

Social Skills: Student has self-discipline, is well-motivated and interested in vocational skills. Regular attendance. Good peer relationships.

Other:

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IV. EDUCATIONAL GOALS FOR PUPILS (please list)

ANNUAL GOALS

Maintain and monitor academic progress in the regular education senior high program with appropriate modifications.

Maintain and support the skills training in the Trade and Industry Program necessary for career entry-level competencies in the area of Food Services.

SHORT TERM INSTRUCTIONAL OBJECTIVES

Student will be able to use standard measurements in the area of food services.

Student will learn appropriate sanitary procedures to meet state requirements for food handling and facilities maintenance.

Student will demonstrate the basic procedures in food preparation and handling.

Student will increase organizational skills for written assignments.

V. EDUCATIONAL SERVICES TO BE PROVIDED

Special Education and Related Services		Regular Education Programs	
FILL IN HOURS PER WEEK			
_____	Resource Room	5	Reading
_____	Speech Therapy	5	Math
_____	Hearing Therapy	5	Social Studies
_____	Vision Program	_____	Science
_____	Home Teaching	_____	P. E.
_____	P.T.	_____	Music
_____	O.T.	_____	Art
_____	Vocational Development Program	_____	Industrial Arts
_____		_____	Reading Resource
_____	S.C. Class	_____	SLRD
20	Other: Level I Special Education and Vocational Support Services Team	_____	OMA
		_____	Gifted
		_____	Counselor
		15	Other: Trade and Industries - Food Service

VI. ADDITIONAL OBSERVATIONS, ASSESSMENTS OR TESTING DATA:

All information has been considered but the following appears to be especially significant.

Date	Information	Examiner Observer

BEST COPY AVAILABLE

IV. EDUCATIONAL GOALS FOR PUPILS (please list)

ANNUAL GOALS	SHORT TERM INSTRUCTIONAL OBJECTIVES
1. The student will increase ability in following directions.	1. (Listening skills, task sheets)
2. The student will improve self help skills (cleanliness, neatness, organizational skills)	2. Student will be graded according to dress, hair, nails etc. Putting things away properly
3. Student will improve reading skills	3 Student will be expected to complete a project from start to finish (sewing, recipe)
4 Student will improve dexterity with machines or utensils	4. Menus, recipes, patterns will be given – the student will read accordingly.
	5. Cooking utensils, sewing machines timers, make up, toothbrush (Student will learn to use the above)

V. EDUCATIONAL SERVICES TO BE PROVIDED

Special Education and Related Services	Regular Education Programs
FILL IN HOURS PER WEEK	
_____ Resource Room	_____ Reading
_____ Speech Therapy	_____ Math
_____ Hearing Therapy	_____ Social Studies
_____ Vision Program	_____ Science
_____ Home Teaching	_____ P. E.
_____ P.T.	_____ Music
_____ O.T.	_____ Art
_____ Vocational Development Program	_____ Industrial Arts
_____ S.C. Class	_____ Reading Resource
_____ Other _____	_____ SLRD
_____	_____ OMA
_____	_____ Gifted
_____	_____ Counselor
_____	_____ Other: _____
_____	_____
_____	_____
_____	_____

VI. ADDITIONAL OBSERVATIONS, ASSESSMENTS OR TESTING DATA:

All information has been considered but the following appears to be especially significant.

Date	Information	Examiner Observer

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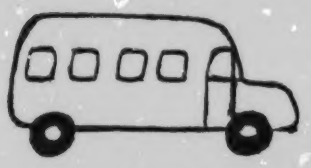
BARRIERS

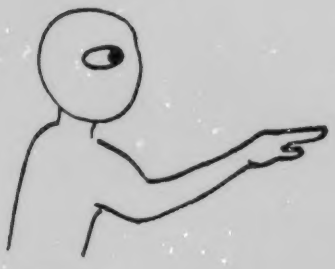
Special students meet barriers which teachers can recognize.



Some of these students are transported to school on small busses. Peers tease them about this and special classes.

Getting along with other students may need development.

Self-esteem is fragile.



Stares and comments are made by people.

Feelings - special students want to be like other students and to be treated as persons.

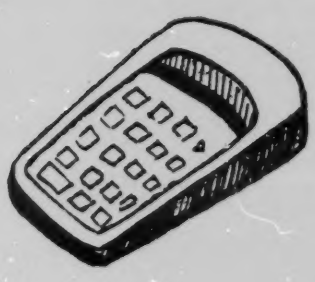
Barriers Modified

Adaptations are available for many special needs in home economics laboratories.

Weights may be more successful than pins.

Shears and scissors (surgical) with slanted blades may be easier to use.

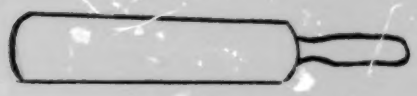
Special sewing machines for handicapped may be useful.



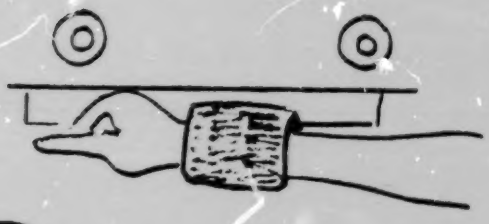
Calculator may help in consumer education learning.

Praise and build self-esteem whenever possible.

Seat these students with care and sensitivity to the group - generally not grouping special needs students together.

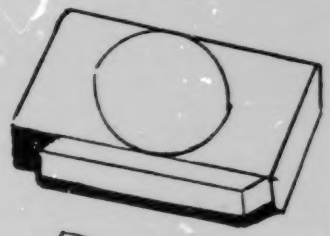


One-handled rolling pins.

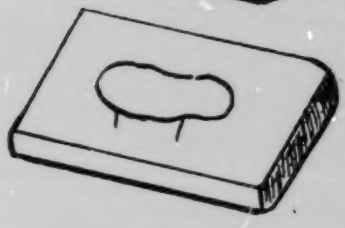


Strap for oven door.

Control temperature or work dryer dial, etc. with extender.



Stand to steady mixing bowl.



Board to hold potato.

Teachers' Suggestions of Successful Strategies in Working With Special Needs Students

1. Allow more time for student to finish task and for clean-up.
2. Break teaching down to small, sequential steps.
3. Seek student's advice on how much assistance he or she needs. Some want help - others want to be left alone.
4. Use auditory, visual and tactile information when possible.
5. Maintain open, interested, positive attitude toward mainstreamed child and sense of humor.
6. Giving special jobs to these students is often beneficial.
7. Have special ditto puzzles or simple reading assignments ready to give to a student who gets restless.
8. Give a particularly restless non-verbal child a simple plastic leather lacing project to do to break his "acting out" pattern.
9. Put all the ideas you teach on overhead projections. Visual method helps some children understand. (Sharpie markers on thermofax recommended).
10. Use printed letters in instructions - not cursive.
11. Awards help in positive image building.
12. Special education students often have not used tools such as scissors, knives, mixers, etc. as much as regular students - be patient and encouraging.
13. SL/RD students may find it difficult to copy from blackboard or overhead screen. Try to provide these students with a personal ditto copy of material.
14. SL/RD students need a word bank of words to answer fill-in questions from reading.
15. Setting up a buddy system of pairing willing, regular students with special needs students is a helpful strategy.
16. Provide simple activities at the beginning of your lessons and programs so these students can have success.
17. Set up teams and groups to include these students carefully.
18. Utilize student aides to give more individual help to special needs students.
19. Resource students sometimes do not want to be selected to do simple projects. Many handle difficult projects. Teacher needs to become sensitive and aware of abilities.
20. Recruit a parent volunteer to come into one class one day a week as an aide.

Pre-Test and Post-Test Examples

These are intended to be on a simpler reading level for mainstreamed students. They may be used in several ways:

1. Give special test to special students.
2. Give the test to the whole class.
3. Insert these questions into your test and circle them on the master or by hand and direct your mainstreamed students to answer circled questions.
4. Have a student or student aide read these questions to mainstreamed students who need help.
5. Send test to resource teacher to help student with it, if you have made such an arrangement with the resource teacher.
6. Tape record these tests and explain and set up a listening center for these students on test days.

These tests were written, using the simplest vocabulary possible on approximately a third grade reading level (excluding home economics terms).

A maximum of fifteen (15) questions is recommended for special needs students. It is also helpful for them to always have a word bank of words to choose from when needed. No more than five (5) matching questions and answers are recommended.

Name _____

Date _____

Period _____

Your Future in Home Economics

Pre-Test Post-Test

For each sentence below, put the letter for the right ending on the line.

1. Home economics is a class about _____.

   a. nutrition, child care, food and clothing
   b. girls' interests only
   c. homes in other countries

2. An important thing to remember in the home economics lab is _____.

   a. speed
   b. play
   c. safety

3. What word has the same meaning as cleanliness? _____

   a. nutrition
   b. sanitation
   c. personality

4. Books, kitchen equipment, sewing machines and furniture in these rooms should be taken care of by _____.

   a. teacher
   b. janitor
   c. all of us

5. Important skills in home economics are _____.

   a. listening and following directions
   b. talking and fast work only
   c. working when one feels like it only

Match the home economics careers with what they do by drawing a line.

6.	dietician ·		· educates students
7.	advertiser ·		· shows how a product works
8.	demonstrator ·		· plans meals for hospitals
9.	teacher ·		· makes new clothes
10.	fashion designer ·		· tells how good a product is

Name _____

Date _____

Period _____

The Image You Portray

Pre-Test Post-Test

Fill in the right words on the lines from the list below.

1. A person can have a strong _____ without being conceited.
2. No one can replace you because you are _____.
3. Clothing you wear says a lot about your _____.
4. Having skills to do something, such as embroidery, means you are _____.
5. A person who is messy, goes to bed late, and doesn't eat right, has bad _____.

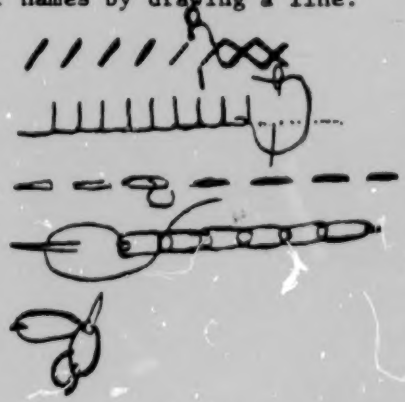
habits self concept

capable image

unique

Match the embroidery stitches with their names by drawing a line.

6. chain stitch ·
7. lazy daisy stitch ·
8. blanket stitch ·
9. running stitch ·
10. cross stitch ·



Vocabulary Study

Vocabulary is very important for special needs students. Skills and self-esteem may be more important, but vocabulary sometimes is in the area that holds such a student back. Special needs students generally can learn the specific vocabulary and work independently with it when it is presented clearly.

Vocabulary Lists

Vocabulary lists are intended to assist mainstreamed students in learning important words from each unit. These lists are actually a format for SLRD (specific learning and reading disabilities) students which encourages learning vocabulary by kinetic means. Students are to trace the first list, copy the second list, fold back the third section and to write from memory each word that time. Some mainstreamed students and other students like to do this. It is a help to vocabulary study.

Another lesson suggestion is to pass out the SLRD vocabulary lists to the whole class or selected students and ask them to look up definitions in a dictionary. (Most media centers will supply a classroom set of dictionaries).

Vocabulary Definitions

The vocabulary definitions can be used in several ways:

1. Cut into three sections of five (5) words each and reproduce on acetates in media center. Project these sections, one-day-at-a-time, and ask students to copy them after you have read them verbally and explained them very briefly (have a few xerox copies for students who can not copy from overhead).

2. Ask students to copy vocabulary definitions from dittos, after reading and brief explanation.

3. Read and discuss vocabulary definitions as dittos and send them home as homework study.

4. Read and discuss vocabulary definitions together in class.

The entire class may do this, or it may be used as a supplemental study lesson for mainstreamed students.

Modified Work Sheets

Word search puzzles and work sheets modified for special needs students are helpful in motivating the special needs student and helping him or her to learn. A non-reader's work sheet is also included.

name _____
date _____
period _____

Vocabulary - Your Future in Home Economics

Trace	Copy	Write From Memory
home economics		
buying		
nutrition		
child care		
health		
foods		
clothing		
careers		
personality		
grooming		
family		
resources		
safety		
sanitation		
skill		

home economics
buying
nutrition
child care
health
foods
clothing
careers
personality
grooming
family
resources
safety
sanitation
skill

Your Future in Home Economics
Vocabulary Definitions

Home economics - is the study of consumer homemaking and the practical skills and careers related to self and family needs.
Buying - is wise purchasing of items.
Nutrition - is the study of how to eat so you are healthy and look your best.
Child care - is taking care of children with understanding and skill.
Health - is a strong body and mind from using your knowledge and skills.

Foods are fuels you study, cook and eat in home economics and life.
Clothing - are garments you make or study for value and how they look on you.
Careers - are jobs you can get with home economics skills.
Personality - is the special way each person is seen by self and others.
Grooming - is being clean and neat in your body and clothes.

Family - are people you live with.
Resources - are supplies you need.
Safety - is freedom from danger.
Sanitation - is being clean with what you can and can not see.
Skill - is ability to use what you know to make or do something.

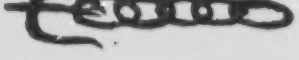
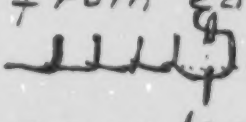
name _____
date _____
period _____

Vocabulary - The Image You Portray

trace	Copy	Write From Memory
self concept		
unique		
capable		
kindness		
embroidery		
running stitch		
chain stitch		
blanket stitch		
image		
habits		

self concept
unique
capable
kindness
embroidery
running stitch
chain stitch
blanket stitch
image
habits

The Image You Portray
Vocabulary Definitions

- Self concept - is the idea you have about yourself.
- Unique - is the only one like this.
- Capable - means able to do many things.
- Kindness - is treating others nicely.
- Embroidery is to ornament with needlework.
- Running stitch - goes in underneath and out on top to follow a line. - - - - - -
- Chain stitch - goes in from just behind where you came out, out a bit ahead; wrap tail of thread around and under point of needle from right to left, pull needle through. 
- blanket stitch - goes in about your small fingernail width from edge. Bring your needle straight down towards edge. Wrap the thread from last stitch around needle point before you pull needle through. 
- image - is your mental picture of a person.
- habits - are things you do regularly without thinking.

name _____
date _____
period _____

Vocabulary - Safety - Sewing

trace	copy	write from memory
safety		
fingers		
speed		
electric		
plug		
throwing		
dangerous		
hot		
behavior		
sharp		

safety
fingers
speed
electric
plug
throwing
dangerous
hot
behavior
sharp

Sewing Machine Parts Vocabulary

hand wheel - is the large wheel at the right of the machine turned toward you to move the needle.

presser foot - holds fabric down against the feed dog.

foot control - is the floor pedal you press lightly to make the machine move.

light - can be turned on so you see your work area better.

stitch regulator - sets length of stitches.

slide plate - is in front of needle and opens to get at the bobbin.

bobbin - is the small lower spool of thread.

spool pin - is a small pole on top or back of machine that holds upper spool of thread.

thread guides - are small hooks you put thread in so it is in position for major machine parts.

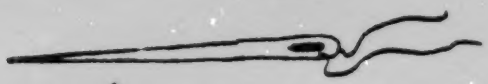
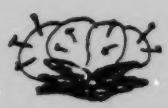
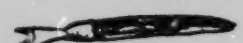
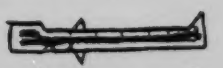
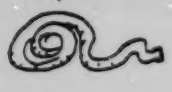
tension - is a control to set tightness of your thread.

take up lever - holds thread in an eye and moves up and down to pull thread off the upper spool.

needle - is threaded through the eye and pulls this thread down to connect with the bobbin thread for each stitch.

Name _____
Date _____
Period _____

SEWING TOOLS STUDY SHEET

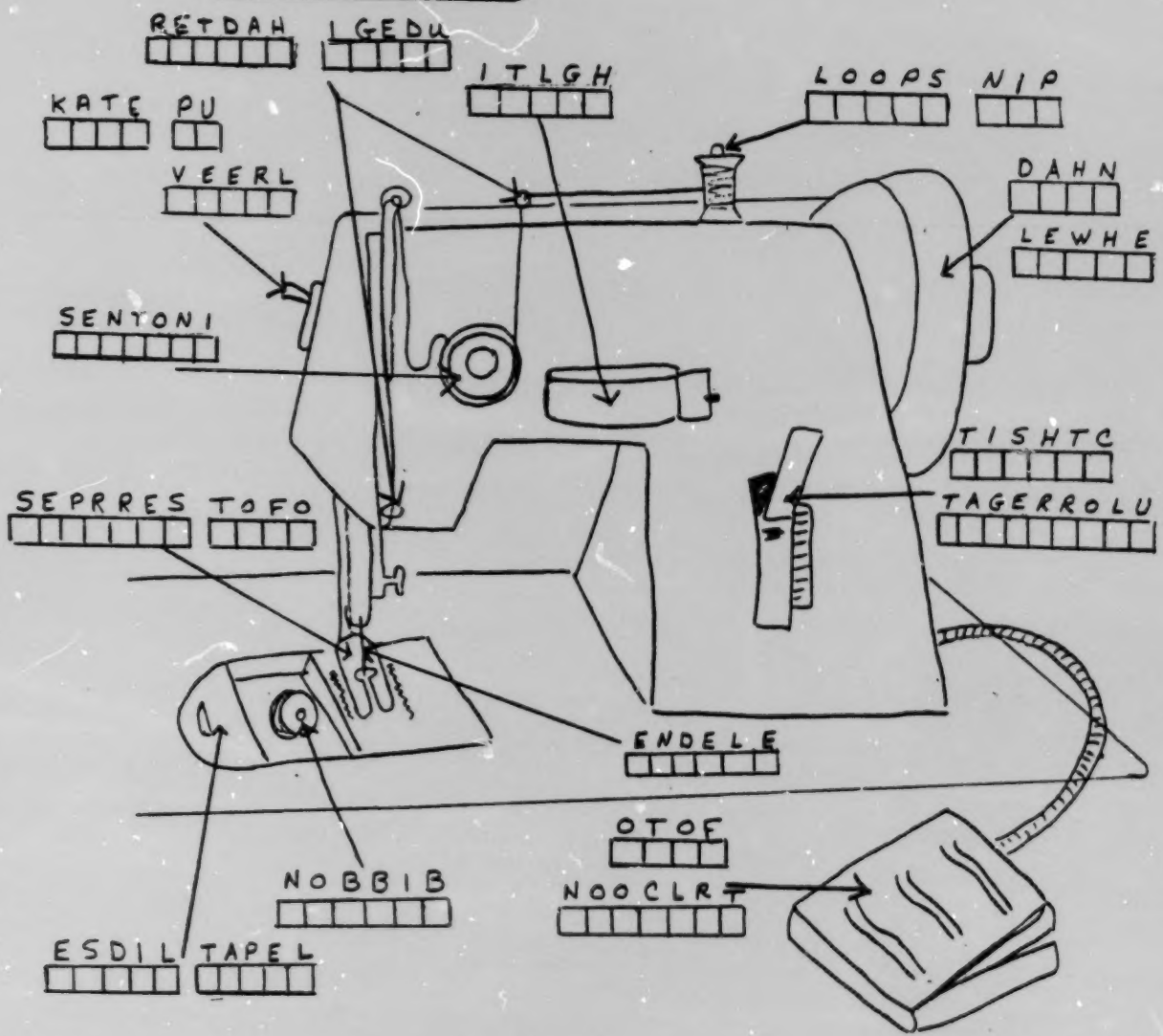
1. S H _ A _ _
2. N E _ _ _ _ 
3. _ R _ N
4. _ _ N _ _ S _ _ O _ 
5. _ _ A _ _ _ _ _ H _ _ L
6. _ _ _ M R _ _ _ _ R 
7. S _ _ _ _ _ _ _ _ E 
8. _ A _ _ _ E _ _ _ R _ 
9. P _ _
10. _ C _ S _ _ _ S

Choose from these words:

pin	needle
iron	pin cushion
shears	seam gauge
tracing wheel	tape measure
scissors	seam ripper

name _____
date _____
period _____

KNOW AND SEW SCRAMBLE



Directions: Label the machine parts by unscrambling the letters of each term.

1. bobbin
2. needle
3. foot control
4. presser foot
5. hand wheel
6. slide plate
7. stitch regulator
8. thread guides
9. tension
10. light
11. spool pin
12. take up lever

Name _____

Date _____

Period _____

SEWING VOCABULARY DEFINITIONS

1. _N_ _ _ _ _ is power to do work and needs to be conserved because we don't have enough.

2. _ _T_ _ _ _ _ _A_ _ _ _ _ is a picture of how to lay out your project for cutting it which is found on the instruction sheet.

3. _ _C_ _ _ _ _ _ _ _ _N_ _ is sewing backwards about four (4) stitches on the sewing machine to fasten your sewing.

4. _ _ _ _ _ is the arrangement of threads when weaving your fabric.

5. _E_ _ _ _ _ is the tightly woven edge of your fabric.

6. _ _T_ _ _ is a measurement system based on grams and meters.

7. _E_ _ _ G _ _C_ _ _ _ _ is a tool used to connect two (2) threads to hold cloth together.

8. F_ _ _ _O_ _ is a series of teeth that move your fabric along.

9. _N_ _ _ _ _ _ _I_ _ _ _H_ _ _ is a set of pictures and explanations of how to put your project together.

energy
sewing machine
metric
grain
selvage
cutting lay out
instruction sheet
feed dog
backstitching

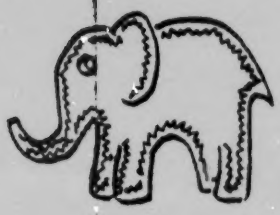
---

needle
iron
thread

dart
dot
notch

	B	I	R	O	N	G	L	I	G	H	T	S	I	S	
	B	A	A	B	C	R	D	E	F	I	H	E	N	H	
	G	A	C	H	D	A	R	T	T	E	N	W	S	E	
	J	S	C	K	K	I	L	A	A	E	T	I	T	E	
	M	E	F	K	S	N	P	R	R	N	H	N	R	T	
	C	L	E	N	S	T	S	G	O	P	R	G	U	Q	
	U	V	E	E	P	T	I	R	S	M	E	M	C	N	
	T	A	D	E	T	A	I	T	E	U	A	A	T	O	
	T	G	D	D	V	W	T	T	C	X	D	C	I	T	
	I	E	O	L	Y	Z	R	T	C	H	P	H	O	C	
	N	A	G	E	B	I	C	D	E	H	I	I	N	H	
	G	D	O	T	C	P	L	U	G	R	N	N	H	I	
	L	A	Y	O	U	T	Y	G	R	E	N	E	G	J	

pattern
light
pin
shears
plug
zipper



name _____
date _____
period _____

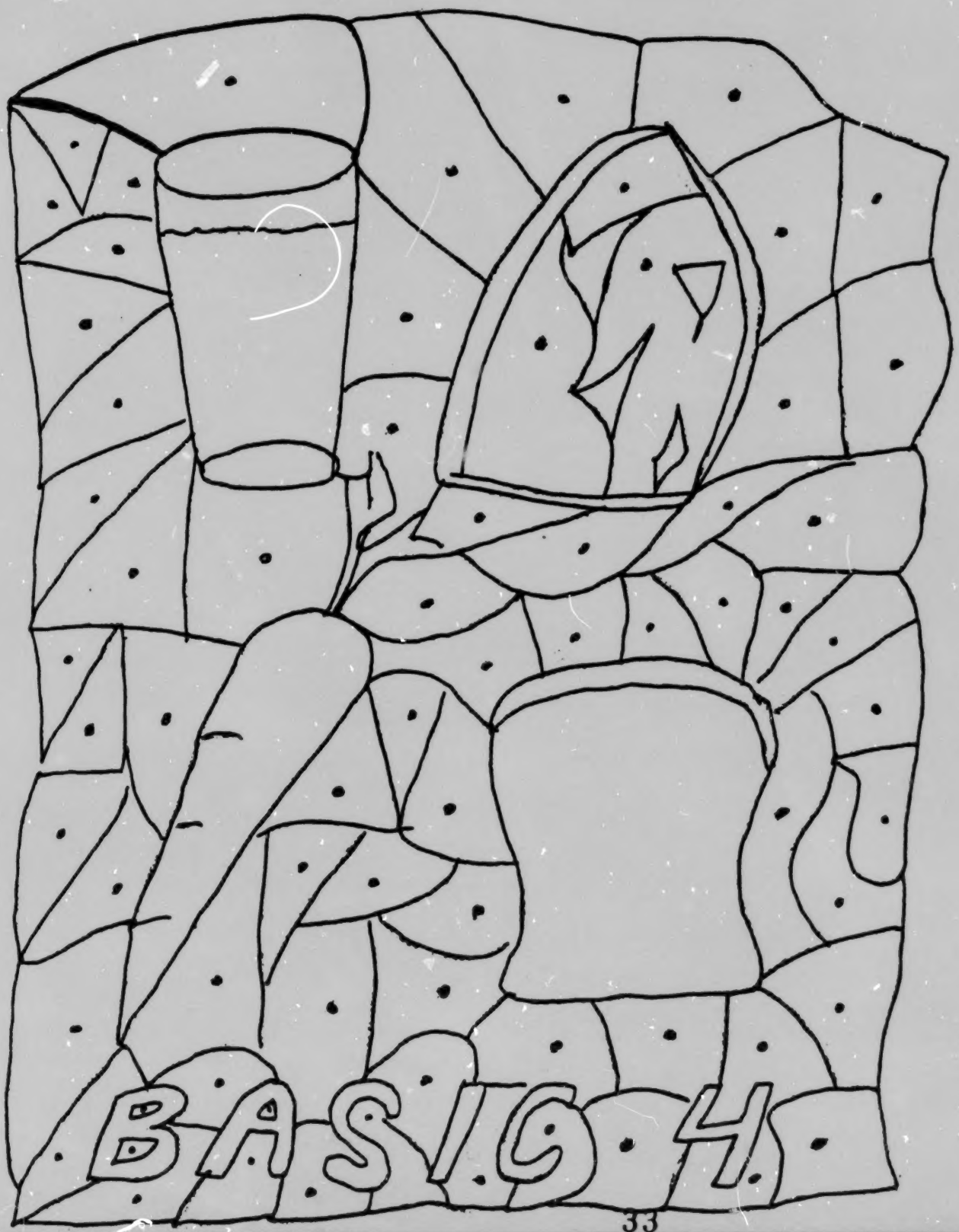
CRAFTS WORD SEARCH

Directions: Circle the words below as they appear in the puzzle. They may be up and down, across or diagonal.

crafts	felt	Swedish	tapestry
leisure	burlap	weaving	crewel
embroidery	canvas	macrame	needle
stitch	crochet	knot	design
thread	latch	knitting	soft
floss	hook	needlepoint	sculpture
yarn	applique	bargello	fringe

A C T C R O C H E T A E G B H O O K
D P A F N E E D L E J C R A F T S N
E F P K R E M B R O I D E R Y H L I
S F E L M I B N S O F T F G O R P T
I L S K I K N O T C Q R E E S E S T
G O T M L Q C G T U U V L L X A T I
N S R Y A Z U D E H W L T L I D I N
A S Y B T C N E E D L E P O I N T G
Y A R N C C R E W E L D H T K R C E
C F J M H T U A B U R L A P U I H L
S W E D I S H N M C A N V A S R Q S
W E A V I N G G O E L E I S U R E P

FILL IN AREAS WITH A DOT

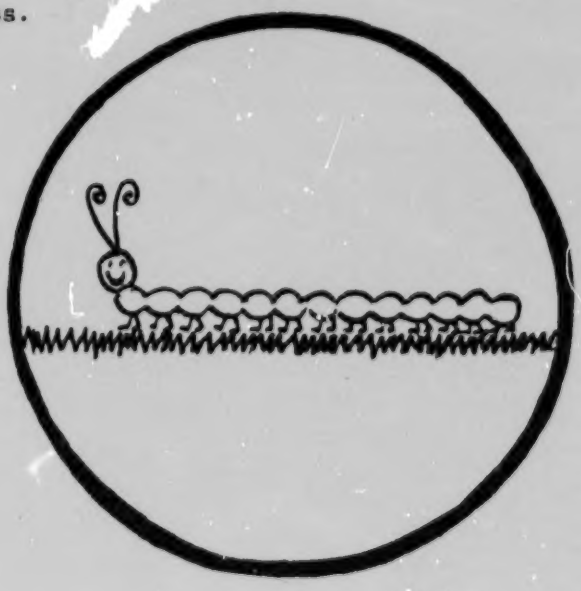


Competencies

Competency Based Education was defined on page 3. A teacher may set up a chart of competencies, or important tasks or steps each student is expected to complete. The example of a competency chart that follows has a key that allows for absence, because for this class, students are assigned for only nine (9) weeks and it is sometimes difficult to complete make-up work for projects.

The teacher may choose competencies and set up the key. The way the key is set up can be upsetting for special needs students if grades are listed. In addition, special needs students should be considered when competencies are chosen. One hopes they can be listed with similar records to regular students' progress. If the class progresses and leaves them behind, the special needs student becomes discouraged.

Carefully used, competency charts can point out class expectations clearly to students. They can motivate students and keep the teacher aware of student progress.



(Example)

COMPETENCIES – 7th GRADE

name of Student	CAREER PROJECT	EMBROIDERY PROJECT	SAFETY QUIZ	THREAD SEWING MACHINE	CUT OUT PROJECT	COMPLETED HANG TAG	ASSEMBLY	
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								
21.								
22.								
23.								
24								
25.								
26.								
27.								
28.								
29.								
30.								

Key: √ = completed
A = absent

Learning Centers

There is a reason why such a large portion of this handbook is devoted to activity learning centers. A teacher of special needs students needs to feel warmth towards them and understand them. It is valuable to consider the whole curriculum to be taught and to build a clear foundation that special needs students can understand and succeed with.

But in addition, there seems a need for more activity and hands-on projects for these students. The following learning centers are set up to be as self-sufficient as possible, requiring a minimum of special help from the teacher.

A learning center refers to a means of organizing instruction so students can direct much of their learning. The major characteristic of a learning center is self-direction, allowing the student to move through the activity successfully without teacher or aide direction.

Learning centers are valuable for classes with mainstreamed students and students with special needs. Many of these students benefit from activity. Each of these activities is relatively easy and should add to the self-esteem of the mainstreamed student who should be able to complete it with success. A buddy-system can be set up to pair a non-reader with another student if that is necessary.

Each learning center is set up with a performance objective, evaluation that a student and teacher can fill out, pattern or forms needed and directions. Each of these centers requires small amounts of inexpensive supplies.

Teachers can utilize learning centers in several ways. They can be set up in a corner of the room for use of students a teacher assigns to them, for students who finish regular work early or who can not do the regular assignment, for the whole class as a change-of-pace or high interest activity.

The learning centers in this booklet are intended for mainstreamed students, but they will interest all students. Sometimes, the addition of mainstreamed students to a class makes the teacher feel he or she is more pressed to find time to deal with individual needs of these special needs students. It is helpful for the teacher to utilize such learning centers to keep the other students profitably occupied so the teacher's time is more free to give this special help.

A learning center can be set up with supplies in baskets, the top of page 1 taped to a counter, copies of the directions and evaluations in baskets and an IN box clearly marked. Students place completed evaluations in the IN box at any time they complete them and teacher retrieves them as time permits during the day.

An example of the finished project should be available. A teacher can pin this example to his or her lapel, if concerned that it may get lost during the day. Many of the learning centers included stress scissor work. Often, special needs students have less experience with tools and benefit from these extra experiences.

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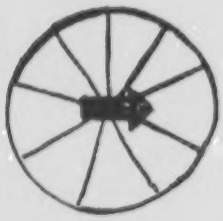
Learning Center
Home Ec. Is Wheel



Objective: Given: pattern sheet
3" by 1" red construction paper
scissors
pencil or pen
1 straight pin

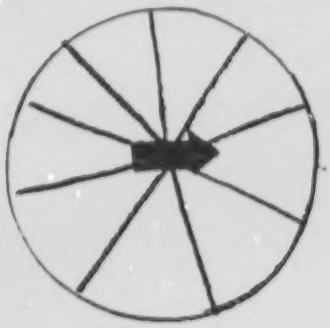
...you will be able to cut out wheel and arrow, fasten them together with a straight pin and complete the evaluation yourself.

Directions: Read instructions
Follow step-by-step instructions
Evaluate yourself by completing the evaluation at bottom of this page
Place the evaluation in the IN box for teacher grading

Name _____

Date _____

Period _____



Home Ec. Is Wheel

5 pts. = good
3 pts. = average
1 pt. = poor

	Student Score	Teacher Score
Pieces are neatly cut		
Arrow is pinned to point to one home ec. area of choice		
Student is wearing wheel		
Total points		
Grade		

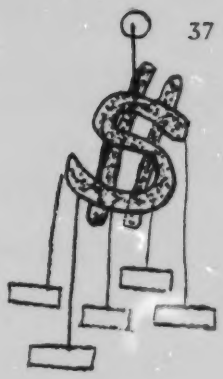
14-15 = A
12-13 = B
10-11 = C
9 = D

Learning Center
Home Ec. Is Wheel
-p.2-

Home Ec. Is Wheel Instructions

1. Cut out wheel.
2. Cut out Home Ec. Is arrow of red construction paper.
3. Print HOME EC IS on arrow as shown.
4. Choose which part of home ec. you think you like best and pin arrow to point to that section.
5. You may wear this pin in school to show people all the things you will learn in home ec.

(a spin game could also be made with this arrow and wheel).



Learning Center
Home Ec. Careers Mobile

Objective: Given: 4" x 9" light green construction paper
4" x 9" carbon paper
pencil
paper clip
scissors
needle
thread
1 piece of plain paper

...you will be able to tr ace designs and lettering, cut, make a mobile by sewing pieces together loosely and complete the evaluation yourself.

Directions: Read instructions and printing on mobile
Follow step-by-step instructions
Evaluate yourself by completing evaluation at bottom of this page
Place the evaluation in the IN box for teacher grading

Name _____
Date _____
Period _____

Home Ec. Careers Mobile Evaluation

5 pts. = good
3 pts. = average
1 pt. = poor

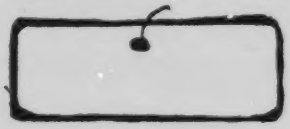
	Student Score	Teacher Score
Pieces are neatly cut		
Printing can be read		
Mobile hangs so all pieces are loose and can be seen		
Total points		
Grade		

14-15 = A
12-13 = B
10-11 = C
9 = D

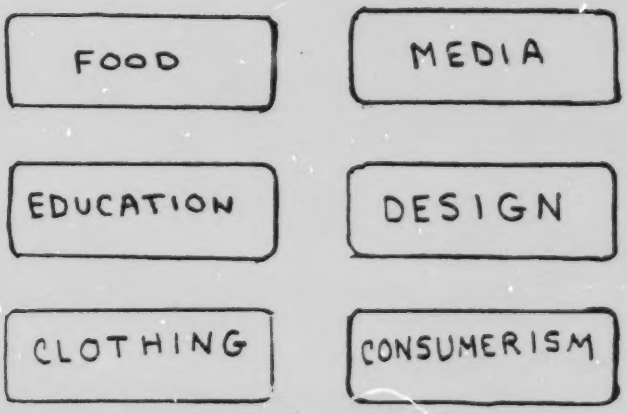
Learning Center
Home Ec. Careers Mobile
-p.2-

Home Ec. Careers Mobile Instruction

1. Place pattern on sandwich of carbon paper and green construction paper.
2. Hold this in place with a paper clip.
3. Using a sharp pencil, outline pattern pieces, including printed words on each.
4. Take apart papers, being sure to return carbon paper to learning center. Cut out $ sign and career signs.
5. Attach each career sign to career dollar sign with a needle and thread. Tie a big knot behind your work to hold thread in place.



6. Lay project inside folded paper neatly so threads don't tangle.
7. Hang mobile from a lamp, or window shade or bulletin board or door knob at home.



A teacher can design this, using symbols on p. A-13, if desired instead of words.

Learning Center
I Am Loveable and Capable Button

Objective: Given: pattern sheet
crayons
5" by 5" construction paper
scissors
glue
straight pin

...you will be able to color, cut and glue an I Am Loveable and Capable Button together, pin it on and complete the evaluation yourself.

Directions: Read instructions
Follow step-by-step instructions
Evaluate yourself, by completing the evaluation at the bottom of this page
Place the evaluation in the IN box for teacher grading

Name _____
Date _____
Period _____

I Am Loveable and Capable Button Evaluation

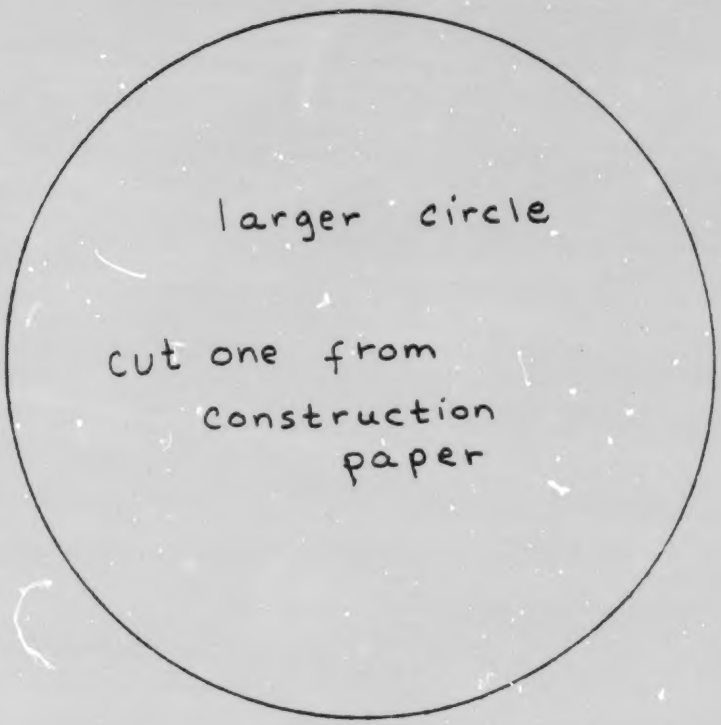
5 pts. = good
3 pts. = average
1 pt. = poor

	Student Score	Teacher Score
Pieces are neatly cut		
Coloring is even and light		
Circles are centered on top of each other		
Total points		
Grade		

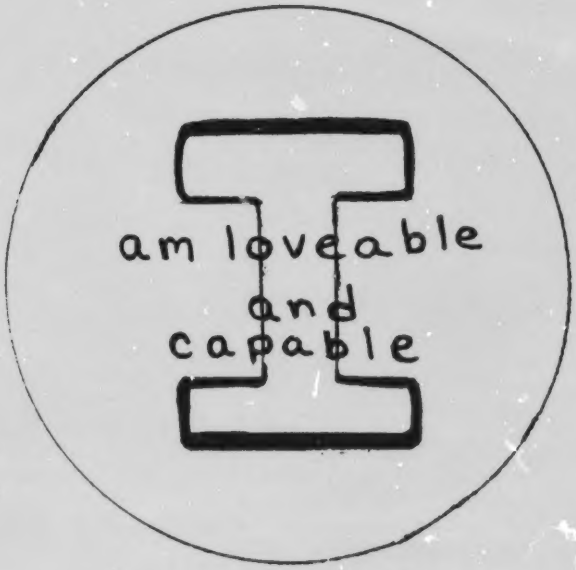
14-15 = A
12-13 = B
10-11 = C
9 = D

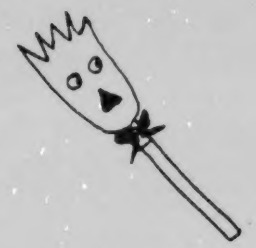
Learning Center
I Am Loveable and Capable Button
-p.2-

I Am Loveable and Capable Button Instructions



1. Choose one of two buttons at left to make.
2. Color background of button very lightly with color.
3. Cut circle out.
4. Cut out larger circle of construction paper.
5. Glue two circles together.
6. Fasten on yourself with a straight pin.





Learning Center

Worry Pencil

Objective: Given: 2 moveable eyes (can use felt also)
2 inch by 3 inch piece craft fur
pencil
sobo glue
yarn - 10 inches
scissors
small felt scraps
instruction and pattern sheet

...you will be able to make a Worry Pencil and complete the evaluation yourself.

Directions: Read instruction and pattern sheet
Follow step-by-step instructions
Evaluate yourself by completing the evaluation at the bottom of this page
Place the evaluation in the IN box for teacher grading

Worry Pencil Evaluation

5 pts. = good
3 pts. = average
1 pt. = poor

	Student Score	Teacher Score
Fur is tightly glued		
Pencil looks complete		
Creative ideas shown		

Total Points _____

Grade _____

14-15 = A
12-13 = B
10-11 = C
9 = D

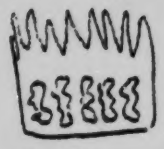
Learning Center

Worry Pencil
-p.2-

Instructions

1. Smooth craft fur so nicest part is up and upside down.

2. Glue bottom half of wrong side of craft fur - not too much glue.



3. Lay pencil half-way up fur on top of glue, eraser side up.

4. Wind tightly from pencil end - ask someone to hold it tightly for you now.

5. Tie yarn tightly at the seam with 2 knots - and on other side with 2 knots.

6. Put a tiny bit of glue on fur where eyes should go and put eyes on this.

7. Cut a mouth of felt and glue it on.

8. Cut mustache, eyeglasses, nose, ears, beard or any other addition and glue them on.

9. Wait until glue dries, then twirl pencil between your hands. Hair will fly out and pencil is ready to worry for you - about your career or middle school or anything you want it to worry about. Smooth out hair when you are feeling calm.

Learning Center
My Bag

Objective: Given: brown paper lunch bag
old magazines
scissors
glue
notebook paper
pencil

...you will be able to cut out and glue pictures to the outside of a bag that show what you are like to others and write one-half page about what you are really like inside to put inside the bag and complete the evaluation yourself.

Directions: Read instructions
Follow step-by-step instructions
Evaluate yourself by completing evaluation at bottom of this page
Place the evaluation in the IN box for teacher grading

Name _____
Date _____
Period _____

My Bag Evaluation

5 points = good
3 points = average
1 point = poor

	Student Score	Teacher Score
Written statement is one-half page and tells something about inner self		
Pictures on outside tell something about outer self		
Cutting and gluing are neat		
Total Points		
Grade		

14-15 = A
12-13 = B
10-11 = C
9 = D

Learning Center
My Bag
-p.2-

My Bag Instructions

1. Write a half page about your inner self on a pice of note-book paper. Tell what you think you are really like inside - the you nobody sees. Title this page - <u>MY INNER SELF</u>.

2. Put this paper inside your brown bag.

3. Look through magazines to find pictures that tell some-thing about your outside self - the person you look like to others.

4. Cut these pictures out and glue them on the outside of your bag.

5. Title your bag "My Bag" on one side of the outside.

Learning Center
Hand Puppet

Objective: Given: 2 pieces felt 8 inches by 9 inches
1 piece felt 8 inches by 4 inches
pinking shears
scissors
Sobo glue
needle
thread
2 moveable eyes (or felt)
24 inches yarn

...you will be able to cut two (2) puppet halves, glue faces, clothes and features on them, sew them together and complete the evaluation yourself.

Directions: Read instructions
Follow step-by-step instructions
Evaluate yourself by completing the evaluation at bottom of this page
Place the evaluation in the IN box for teacher grading

Name _____

Date _____

Period _____

Hand Puppet Evaluation

5 pts. = good
3 pts. = average
1 pt. = poor

	Student Score	Teacher Score
Puppet is cut evenly		
Designs are applied neatly and/or creatively		
Sewing is even and strong		
Total Points		
Grade		

14-15 = A
12-13 = B
10-11 = C
9 = D

Learning Cent.
Hand Puppet
-p.2-

Hand Puppet Instructions

1. Cut out main body pattern.
2. Cut out large felt body pieces with pinking shears.
3. Cut out small pattern pieces.
4. Cut pieces you want out of felt with small pattern pieces.
5. Glue features to one side of body with little glue.
6. Sew two (2) body parts together with running stitch. Do not sew bottom edge.
7. Glue other features such as yarn hair and eyes on puppet.

Face
(cut one)

PUPPET
(cut two)

Vest
(cut one)

Pants
(cut one)

Note: pinked edges allow a blind child to feel edges so they can sew along them.

Learning Center
Hand Puppet

Objective: Given: 2 pieces felt 8 inches by 9 inches
1 piece felt 8 inches by 4 inches
pinking shears
scissors
Sobo glue
needle
thread
2 moveable eyes (or felt)
24 inches yarn

...you will be able to cut two (2) puppet halves, glue faces, clothes and features on them, sew them together and complete the evaluation yourself.

Directions: Read instructions
Follow step-by-step instructions
Evaluate yourself by completing the evaluation at bottom of this page
Place the evaluation in the IN box for teacher grading

Name _____

Date _____

Period _____

Hand Puppet Evaluation

5 pts. = good
3 pts. = average
1 pt. = poor

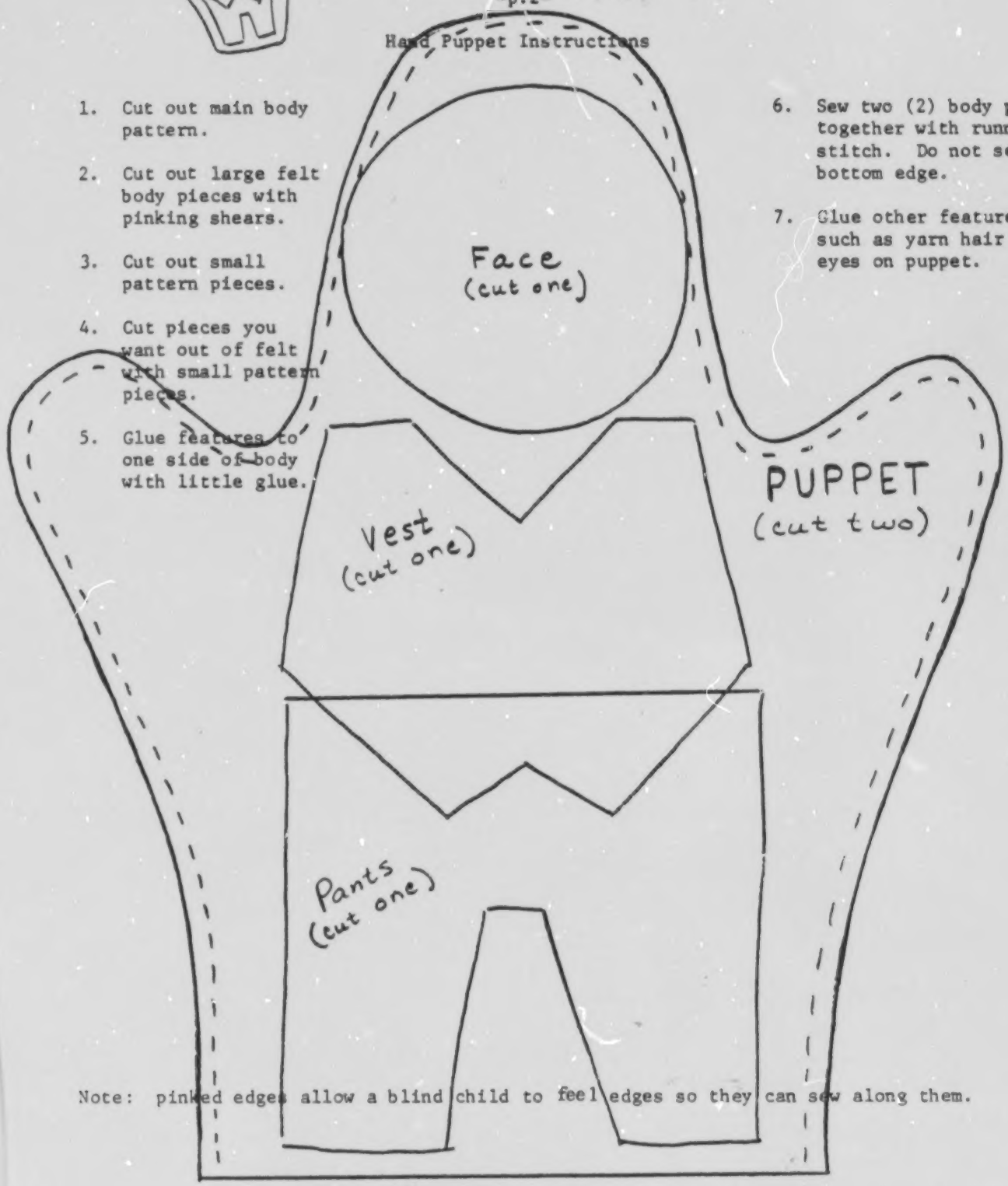
	Student Score	Teacher Score
Puppet is cut evenly		
Designs are applied neatly and/or creatively		
Sewing is even and strong		
Total Points		
Grade		

14-15 = A
12-13 = B
10-11 = C
9 = D

Learning Center
Hand Puppet
-p.2-

Hand Puppet Instructions

1. Cut out main body pattern.
2. Cut out large felt body pieces with pinking shears.
3. Cut out small pattern pieces.
4. Cut pieces you want out of felt with small pattern pieces.
5. Glue features to one side of body with little glue.
6. Sew two (2) body parts together with running stitch. Do not sew bottom edge.
7. Glue other features such as yarn hair and eyes on puppet.



Note: pinked edges allow a blind child to feel edges so they can sew along them.

Learning Center
Write a Children's Book

Objective: Given: 8" x 10" construction paper
three 8" x 10" white ditto paper
box of examples of children's books
pencil or pen
8 colored felt tip markers
stapler

...you will be able to work with two to five persons, study books, appoint a leader, do a page of a book by printing text and drawing pictures, staple book together and complete the evaluation with your group.

Directions: Read instructions
Follow step-by-step instructions
Evaluate your book by completing the evaluation at bottom of this page with your group
Place the evaluation inside your book and place both in the IN box for teacher grading

---

Date _____

Period _____

Write a Children's Book Evaluation

5 pts. = good
3 pts. = average
1 pt. = poor

	Group Score	Teacher Score
Pictures are clear and/or original		
Pictures tell something about idea		
Story is clear (plot)		
Story is original or new		
Spelling, punctuation, grammar are correct		
General appearance is neat		
Book has cover, title and author page and 5 pages		
Total points		
Grade		

Names of Group Members:

1. _____
2. _____
3. _____
4. _____
5. _____

31-35 = A
28-30 = B
24-27 = C
21-23 = D

Learning Center
Write a Children's Book
-p.2-

Write a Children's Book Instructions

1. Choose your group (2 to 5 persons).
2. Study children's books in the box.
3. Decide what kind of book your group wants to make.
4. Appoint a secretary or leader.
5. Assign each person a page to do:
   - . cover
   - . title and author page
   - . 5 or more story pages
6. Draw pictures and print your story.
7. Staple your book together with the cover.

NOTE: You are encouraged to write an original book, but you may copy a book from the box if your group can not write an original book.

Learning Center
Hang Tag

Objective: Given: Hang Tag worksheet
pencil
scissors
hole punch
6 inch string

...you will be able to cut and make a hang tag telling most information consumers need to know and complete the evaluation yourself.

Directions: Read instructions
Follow step-by-step instructions
Evaluate yourself by completing the evaluation at bottom of this page
Place the evaluation in the IN box for teacher grading

Name _____

Date _____

Period _____

Hang Tag Evaluation

5 pts. = good
3 pts. = average
1 pt. = poor

	Student Score	Teacher Score
Tag is complete with all information given		
Printing or writing can be read		
Tag is cut out and assembled neatly		
Total Points		
Grade		

14-15 = A
12-13 = B
10-11 = C
9 = D

Learning Center
Hang Tag
-p.2-

Hang Tag Instructions

Great Looks Jean Mfg.

Mfg. Style P89340257

Size 32

JEANS

55% polyester
45% cotton

Machine wash and dry

$27.00

1. Cut out your hang tag.
2. Read the information at the left that should go on your hang tag.
3. Copy all of this information on your hang tag in any order.
4. Punch a hole at top.
5. Put string through hole for hanging.

Learning Center
Make a Label

Objective: Given: learning center worksheet
scissors
glue
pencil
colored felt tip markers

...you will be able to construct the label for a can of applesauce, containing all required consumer information and complete the evaluation yourself.

Directions: Read instructions
Follow step-by-step instructions
Evaluate yourself by completing the evaluation at bottom of this page
Pin your label to your evaluation and turn both in to the IN box

---

Name _____

Date _____

Period _____

Make a Label Evaluation

5 pts. = good
3 pts. = average
1 pt. = good

	Student Score	Teacher Score
Can and pieces cut evenly		
All necessary information is on can		
Gluing was done carefully		
Total Points		
Grade		

14-15 = A
12-13 = B
10-11 = C
9 = D

Learning Center
Make a Label
-p.2-

Make a Label Instructions

APPLE SAUCE
NO SUGAR ADDED
NET WEIGHT 20 oz (1 LB 4 oz-567G)

NUTRITION INFORMATION
per serving

SERVING SIZE	8 oz.
SERVINGS PER CONTAINER	2½
CALORIES	100
PROTEIN	0 gms.
CARBOHYDRATE	22 gms.
FAT	0 gms.

Percentage of U.S. Recommended Daily Allowances (U.S.R.D.A.)

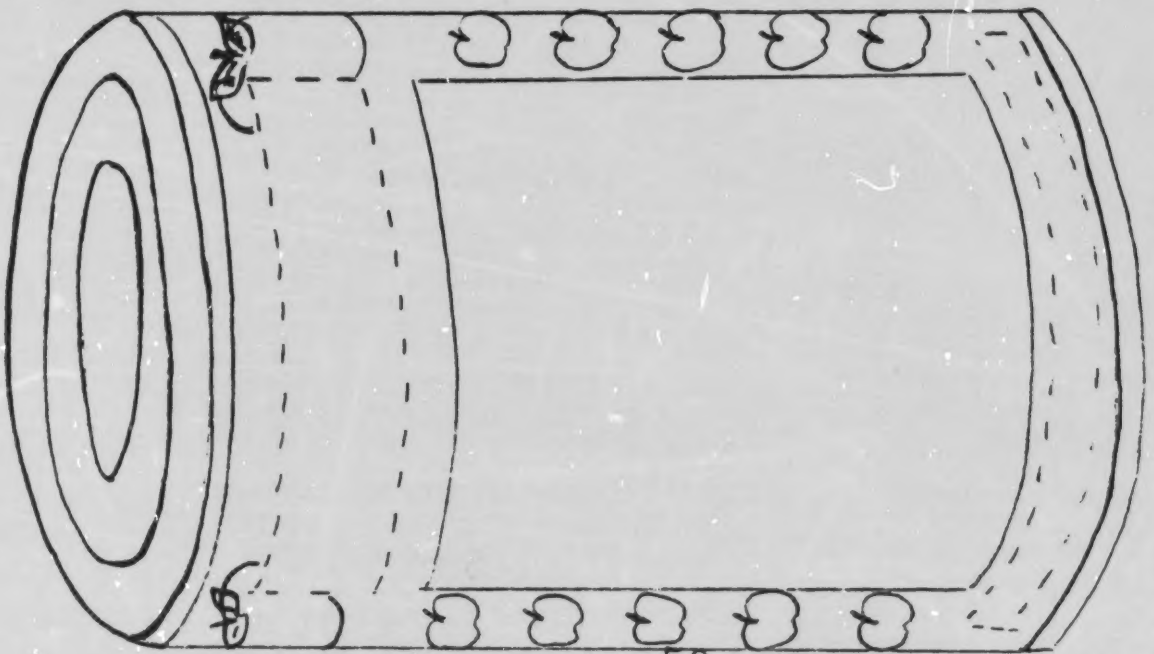
PROTEIN	0
VITAMIN A	0
VITAMIN C	8
THIAMINE	2
RIBOFLAVIN	4
NIACIN	0
CALCIUM	0
IRON	0

INGREDIENTS: apples, water
MOFFY COMPANY, INC., N.Y., N.Y. 10017

1. Cut out can at bottom of this page.
2. Cut out Apple Sauce name strip at left and glue it on can near top.
3. Cut out weight strip and glue at bottom of can.
4. Copy label information at left into blank center part of label

(if you need more room, copy some information on back of can)

5. Color apples and label.
6. Attach label to your evaluation sheet when you turn it in.



Learning Center

Child Development - Consumer Education

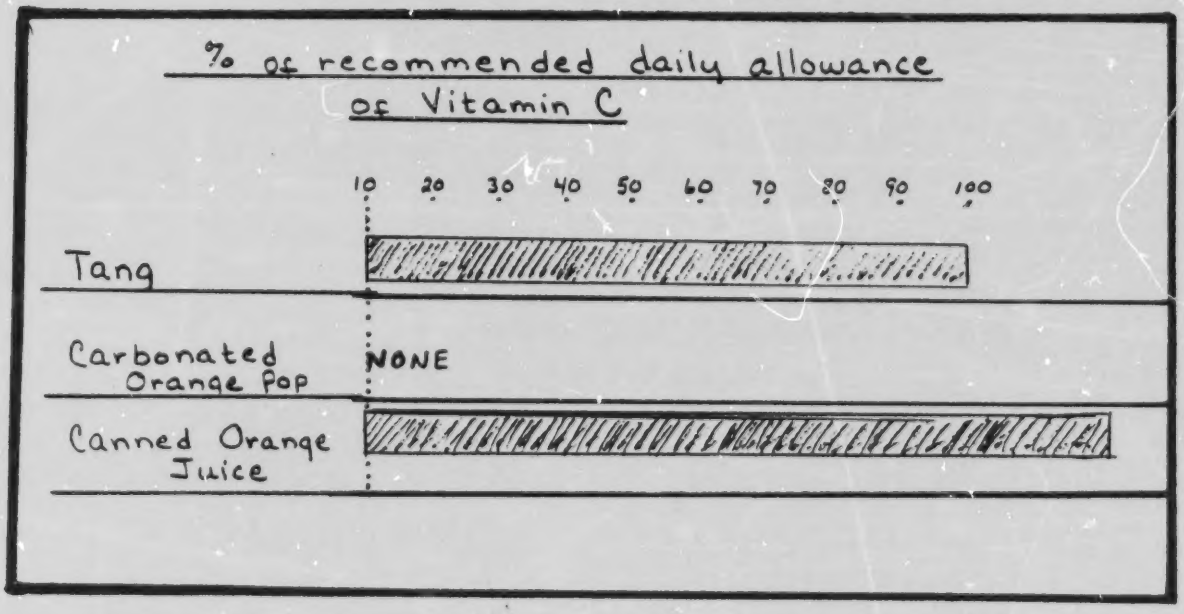
Orange Drink Test

Objective: Given: 3 paper cups
3 types of orange drink
price of each per serving on cards
3 charts of nutrition values of each
student work sheet

...you will be able to taste each drink and rate it in number order for price per serving, taste and nutritious value for children.

Directions: Read price per serving of each orange drink and put 1 for the least expensive, 2 for the next, and 3 for the one that costs most.
Taste each orange drink. Write 1 on your chart for the one you like best, 2 for the next best, and 3 for the one you like least.
Read nutrition value chart for each and put 1 in your chart for the one with the longest line, 2 for the next longest, and 3 for the shortest line.
Add up numbers for each drink. Circle your lowest number as the drink you believe has best value.
You may make comments on your choices.
Answer questions at botton of your work sheet.

NUTRITION VALUE CHART


% of recommended daily allowance of Vitamin C
10 20 30 40 50 60 70 80 90 100
Tang
Carbonated Orange Pop
NONE
Canned Orange Juice

Learning Center

Child Development - Consumer Education

Orange Drink Test
-p.2-

STUDENT WORKSHEET

Name _____

Date _____

Period _____

I. Complete Chart:

Type of Orange Drink	Tang	Carbonated Orange Pop	Canned Orange Juice
Cost per Serving Rating (1,2, or 3)			
Taste Rating (1,2, or 3)			

Comments:

II. Answer Questions:

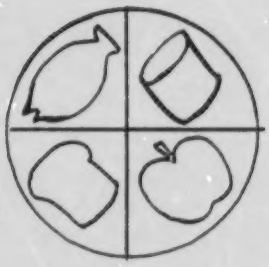
1. Many people say children of today eat and drink too many foods with empty calories. Should you try to give children orange drinks that are higher in food value? _____

2. What ages of children can drink these orange drinks? _____

3. What other fruit juices do you think are healthy for children? _____

_____

_____



Learning Center
Basic 4 Foods Pin

Objective: Given: Basic 4 Foods Pin worksheet
pencil
scissors
colored felt tip pens
straight pin

...you will be able to list three (3) foods you like for each of the four (4) basic foods groups, color your pin, cut it out to complete and complete the evaluation yourself.

Directions: Read instructions
Follow step-by-step instructions
Evaluate yourself by completing the evaluation at bottom of this page
Place the evaluation in the IN box for teacher grading

Name _____

Date _____

Period _____

Basic 4 Foods Pin Evaluation

5 pts. = good
3 pts. = average
1 pt. = poor

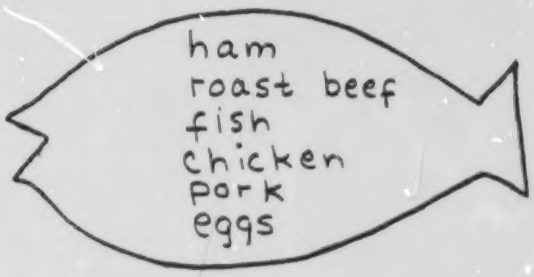
	Student Score	Teacher Score
Three foods are listed in every group		
Pin is cut neatly		
Pin is colored attractively		
Total Points		
Grade		

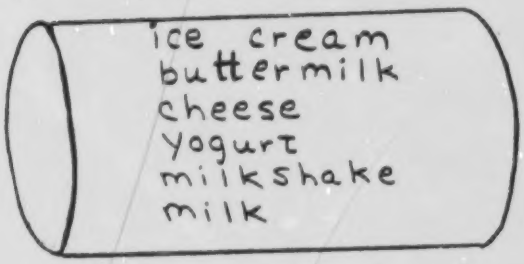
14-15 = A
12-13 = B
10-11 = C
9 = D

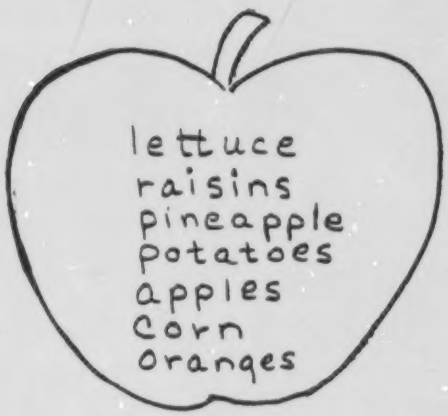
Learning Center
Basic 4 Foods Pin
-p.2-

Basic 4 Foods Pin Instructions

1. Study four (4) lists of food at left.
2. Choose three (3) foods you like from each food group.
3. Write the name of the three (3) foods you like from each food group in the right place on the Basic 4 Foods Pin. Study the pictures for help.
4. Color letters: Basic 4 Foods and outline pictures and pin with color.
5. Cut out pin and pin it on yourself with a straight pin.







Learning Center
Chocolate Milk Shake

Objective: Given: 1/4 cup vanilla ice cream
2 teaspoons chocolate syrup
1/2 cup milk
pint jar with lid
small spoon
large spoon
glass measuring cup
glass

...you will be able to measure the ice cream, milk and syrup into the jar, close it, shake it and make a milk shake to drink.

Directions: Read instructions
Follow step-by-step instructions
Evaluate yourself by completing the evaluation at bottom of this page
Place the evaluation in the IN box for teacher grading

Name _____
Date _____
Period _____

Chocolate Milk Shake Evaluation

5 pts. = good
3 pts. = average
1 pt. = poor

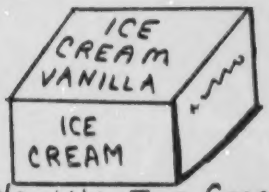
	Student Score	Teacher Score
Color of milk shake is even and smooth		
Milk shake tasted good		
Work area was cleaned up neatly		
Total points		
Grade		

14-15 = A
12-13 = B
10-11 = C
9 = D

Learning Center
Chocolate Milk Shake
-p.2-

Chocolate Milk Shake Instructions

FOODS:



Vanilla Ice Cream

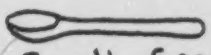
Chocolate Syrup

Milk

TOOLS:

Big Jar With a Lid

Big Spoon


Small Spoon

Measuring Cup

Glass

1. Put 2 big spoons of ice cream in the jar.
2. Put 2 small spoons of chocolate syrup in the jar.
3. Put 1/2 cup of milk in the jar.
4. Put the lid on the jar. Put it on tight.
5. Shake the jar. Shake it hard.
6. Pour the milk shake into a glass.
7. Complete your evaluation.
8. Drink the milk shake.

Learning Center
Table Setting

Objective: Given: diagrams and instruction sheet
scissors
glue
scrap paper

...you will be able to cut out dishes and tools and place them as they should be for an acceptable table setting for an informal breakfast.

Directions: Read instructions
Follow step-by-step instructions
Evaluate yourself by completing the evaluation at bottom of this page
Place the evaluation in the IN box for teacher grading

Name _____

Date _____

Period _____

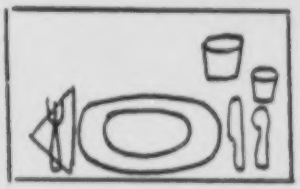


Table Setting Evaluation

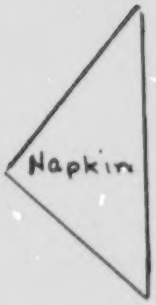
5 pts. = good
3 pts. = average
1 pt. = poor

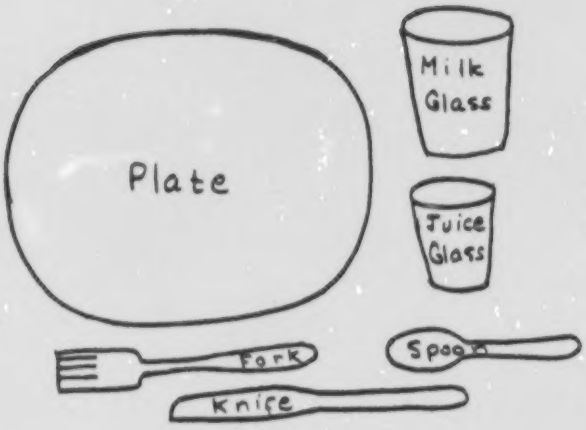
	Student Score	Teacher Score
Tools are correctly placed		
Dishes are correctly placed		
Gluing and cutting are neatly done		
Total points		
Grade		

14-15 = A
12-13 = B
10-11 = C
9 = D

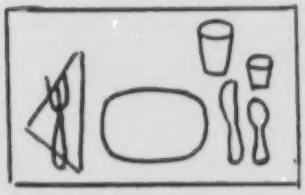
Learning Center
Table Setting
-p.2-

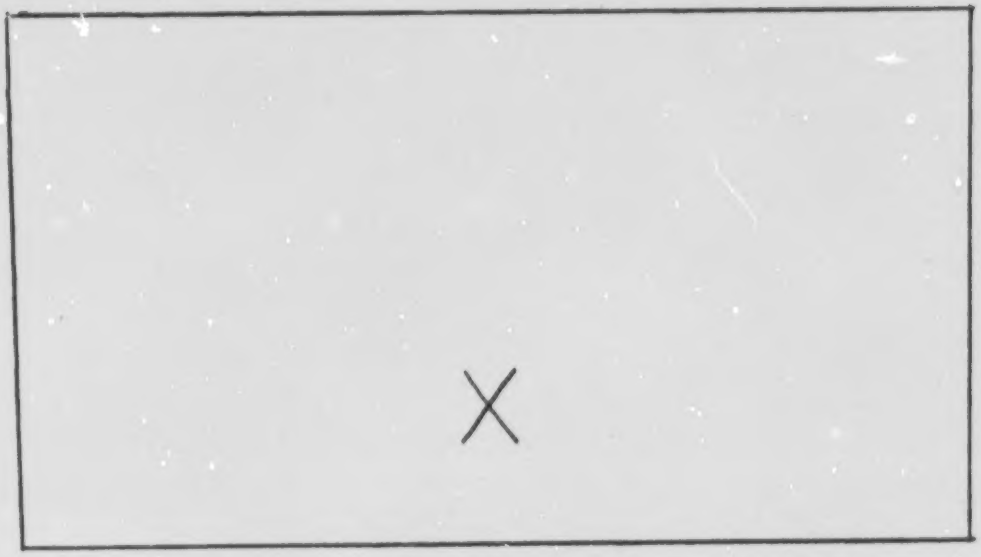
Table Setting Instructions



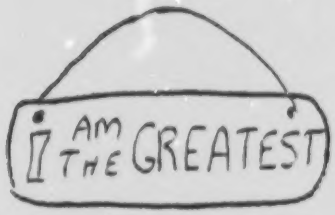


1. Cut out large plate and place near bottom at center over X.
2. Cut out napkin and place left of place as shown on correct diagrams.
3. Cut out fork and place it as shown at left of plate.
4. Cut out knife and spoon and place them as shown at right of plate.
5. Cut out milk and juice glasses and place them as shown at right side.
6. Glue all tools and dishes in place.





Learning Center
Door Sign for Your Room



Objective: Given: sign copy
8 colored felt tip pens
scissors
cardboard 11 inches by 4 inches
glue (Sobo glue is good)
hole puncher
20 inches yarn
scrap paper

...you will be able to color, cut and paste a sign to cardboard, adding a string to hang it in your room and complete the evaluation yourself.

Directions: Read instructions
Follow step-by-step instructions
Evaluate yourself by completing evaluation at bottom of this page
Place the evaluation in the IN box for teacher grading

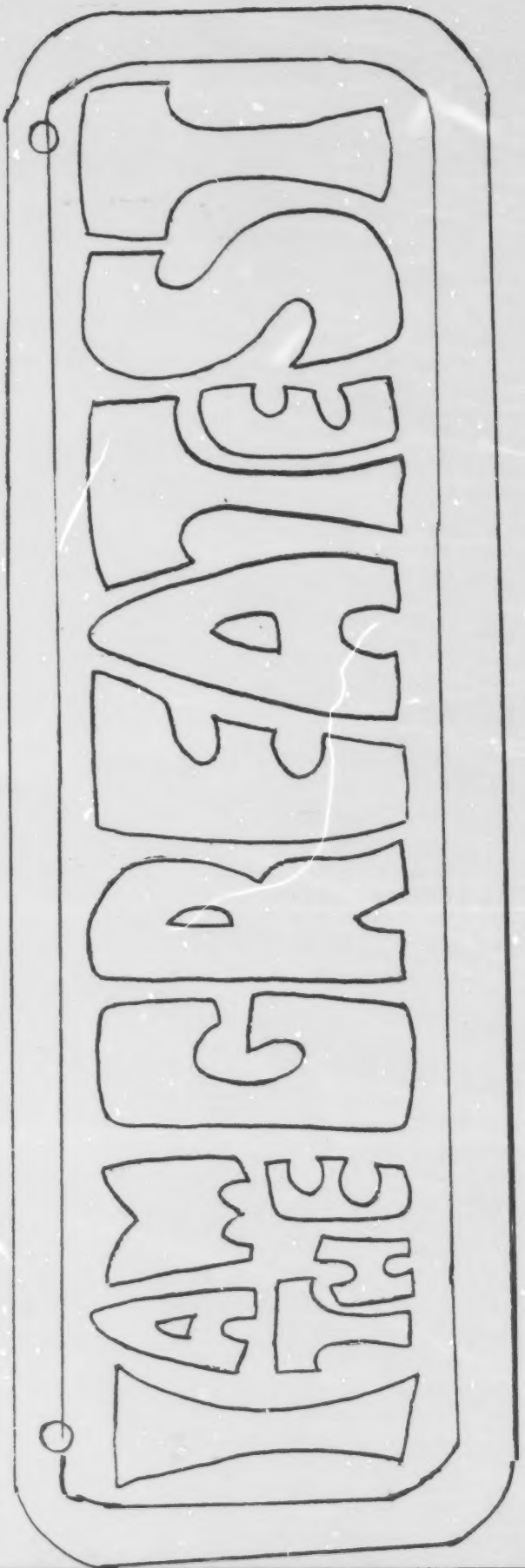
Name _____
Date _____
Period _____

Door Sign for Your Room Evaluation

5 points = good
3 points = average
1 point = poor

	Student Score	Teacher Score
Coloring is neat and/or original color scheme		
Cutting is even		
Gluing is even and smooth		
Total Points		
Grade		

14-15 = A
12-13 = B
10-11 = C
9 = D

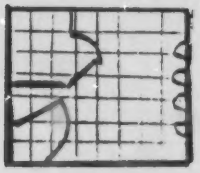


Learning Center
Door Sign for Your Room
-p.2-

Door Sign for Your Room Instructions

1. Color letters and background of signs carefully with felt tip pens.
2. Cut out sign.
3. Glue sign on cardboard. Be sure you have scrap paper under your work to catch glue spills. Use little glue and smooth it out before you lay sign on cardboard.
4. Cut off edges of cardboard around your sign.
5. Use a hole punch to punch two (2) holes.
6. Tie ends of string in holes.

Learning Center
Room Arrangement for New Stereo



Objective: Given: cut outs of furniture
room floor plan
scissors
glue

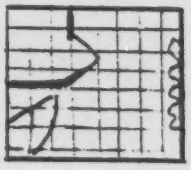
...you will be able to arrange furniture in a bedroom so there still is room to walk around in the room and hear the stereo well by placing and gluing paper cut outs in a floor plan for the room and complete the evaluation yourself.

Directions: Read instructions
Follow step-by-step instructions
Evaluate yourself by completing the evaluation at bottom of this page
Place the evaluation in the IN box for teacher grading

Name _____

Date _____

Period _____



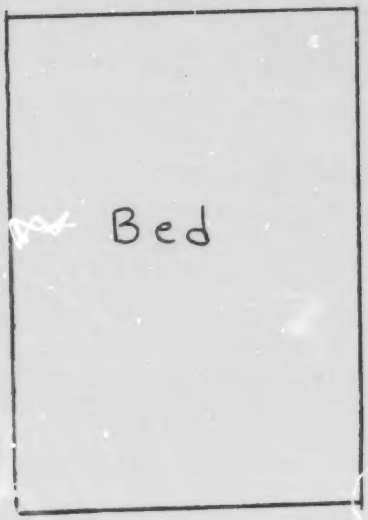
Room Arrangement Evaluation

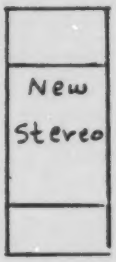
5 pts. = good
3 pts. = average
1 pt. = poor

	Student Score	Teacher Score
Furniture pieces are neatly cut		
Gluing was done carefully		
Room could be lived in and people could walk around in the room		
Total Points		
Grade		

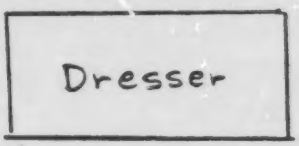
14-15 = A
12-13 = B
10-11 = C
9 = D

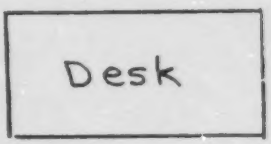
Learning Center
Room Arrangement for New Stereo
-p.2-

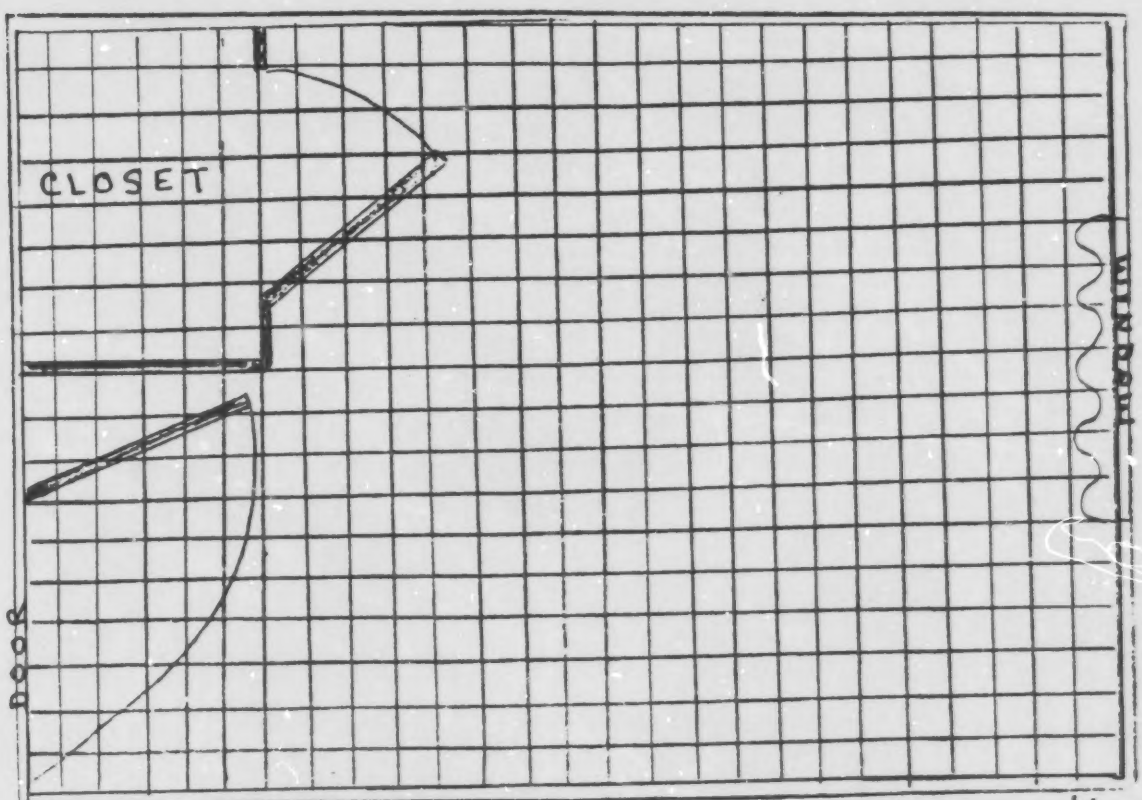




1. Cut out all furniture pieces at left.
2. Place them around on room plan below. Note that the furniture and the room are shown as though you are looking from above. Leave enough room around furniture to walk in the room.
3. When you like where each piece is, glue it on to the page.

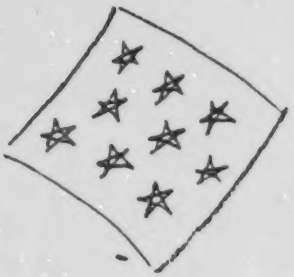






Scale 1/4 inch = 1/2 foot
(room is 13 feet by 9 feet)

Learning Center
Potato Textile Printing



Objective: Given: muslin 12 inches by 12 inches
design patterns or paper
scissors
paring knife
potato
textile paints
small brush
cup of water

...you will be able to cut out a design into a potato, apply paint, print the design on cloth and complete the evaluation yourself.

Directions: Read instructions
Follow step-by-step instructions
Evaluate yourself by completing evaluation at bottom of this page
Place the evaluation in the IN box for teacher grading

Name _____

Date _____

Period _____

Potato Textile Printing Evaluation

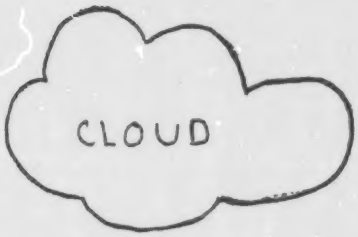
5 points = good
3 points = average
1 point = poor

	Student Score	Teacher Score
Designs are clearly printed, not blurred		
Designs are spaced evenly		
Design is original or well-cut		
Total Points		
Grade		

14-15 = A
12-13 = B
10-11 = C
9 = D

Learning Center
Potato Textile Printing
-p.2-

Potato Textile Printing Instructions

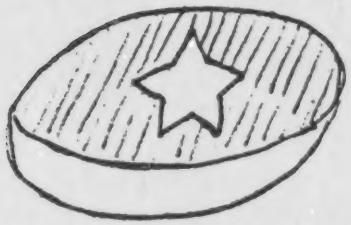


1. Draw an original, very simple design on paper and cut it out or cut out one design from this page.

2. Cut a potato in half with a knife.

3. Lay paper design pattern on top of cut side of potato and carefully cut around it about ¼ inch deep.

4. Carefully cut away about ¼ inch of potato in striped area leaving design standing higher in the center.



5. Apply textile paint to design with a small brush.

6. Print designs on cloth, spacing each design so there is space between each and designs are in an even pattern.

7. Clean out your brush in water.

8. Allow fabric to dry flat.

Learning Center
Sewing Safety Minibook

Objective: Given: 8 sheets 5 inch by 4 inch white paper
felt tip pens
pencil
scissors
stapler
sewing safety rules

...you will be able to study the rules, cut out a minibook, draw a cover, write safety rules on each page, draw pictures about them, fasten all pages together with staples and complete the evaluation yourself.

Directions: Read instructions
Follow step-by-step instructions
Evaluate yourself by completing evaluation at bottom of this page
Place the evaluation in the IN box for teacher grading

Name _____
Date _____
Period _____

Sewing Safety Minibook Evaluation

5 points = good
3 points = average
1 point = poor

	Student Score	Teacher Score
Cover is clear and decorative or original		
Title page is included		
Six (6) pages of rules are included and well illustrated		
Total Points		
Grade		

14-15 = A
12-13 = B
10-11 = C
9 = D

Learning Center
Sewing Safety Minibook
-p.2-

Sewing Safety Minibook Instructions

1. Keep fingers away from sewing machine needle.
2. Remove cords from outlet holding the plug.
3. Throwing anything is dangerous.
4. Pass scissors handles first.
5. Keep pins and needles in a pin cushion and do not play with pins.
6. Unplug iron when finished and place it on its heel on the ironing table, winding the cord in rings on the table.

1. Read and study sewing safety rules.
2. Cut out book cover and pages using pattern at left (or cut your own shape of a sewing machine or circle or what you want).
3. Print a title on the cover.
4. Print on the second page:

   Title
   Author - your name
   Period
   Copyright - today's date

5. Print six (6) pages of rules and draw a picture to show what each rule means.
6. Add color with markers to cover and pages.
7. Arrange cover and pages in order and staple at left with a stapler.

Learning Center
Athletic Wrist Band

Objective: Given: 2 pieces of terry cloth - 10 inches by 3 inches
shears
pins
5/8 inch Velcro piece
thread
needle or sewing machine
pattern

Directions: Read instructions
Follow step-by-step instructions
Evaluate yourself by completing the evaluation at bottom of this page
Place the evaluation in the IN box for teacher grading

Name _____

Date _____

Period _____

Athletic Wrist Band Evaluation

5 pts. = good
3 pts. = average
1 pt. = poor

	Student Score	Teacher Score
Wrist band is cut evenly		
Sewing looks neat		
Velcro sewed on correctly		
Total Points		
Grade		

14-15 = A
12-13 = B
10-11 = C
9 = D

Learning Center
Athletic Wrist Band
-p.2-

Athletic Wrist Band Instructions

1. Cut out wrist band pattern at left.
2. Fit it on your wrist.
3. Pin pattern to two (2) layers of terry cloth.
4. Cut out cloth, following pattern.
5. Sew all around outside edges of two (2) pieces of cloth pinned together:

   a. use blanket stitch by hand
   or
   b. use zig zag stitch on machine

6. Attach one (1) piece of velcro strip at X on one side - sew on by hand or machine.
7. Turn wrist band over and sew other velcro piece on other side. Note: You can not see both pieces of velcro on one side if you do this correctly. One (1) piece is on outside - the other is on inside of the wrist band.

Learning Center
Bookmark Worm

Objective: Given: 2 straight pins
8" x 3" upholstery sample fabric*
shears
1" scraps of felt (2 or 3 colors)
2 plastic craft moving eyes
sobo glue
pattern
8" x 10" piece of scrap paper

...you will be able to cut out patterns, pin them to heavy fabric and felt, cut out pieces, glue felt features and eyes to bookworm and complete the evaluation yourself.

Directions: Read instructions
Follow step-by-step instructions
Evaluate yourself by completing the evaluation at bottom of this page
Place the evaluation in the IN box for teacher grading

(* fabric stores may donate upholstery fabric)

Name _____
Date _____
Period _____

Bookmark Worm Evaluation

5 pts. = good
3 pts. = average
1 pt. = poor

	Student Score	Teacher Score
Pieces are neatly cut		
Pattern is carefully done and/ or original		
Glue was used carefully so it doesn't show on finished project		
Total points		
Grade		

14-15 = A
12-13 = B
10-11 = C
9 = D

Learning Center
Bookmark Worm
-p.2-

Bookmark Worm Instructions

1. Cut out pattern pieces.
2. Choose fabric and felt.
3. Pin patterns on fabric and felt and cut them out.
4. Place an 8" x 10" piece of scrap paper under your work.
5. Put a small drop of glue on worm where you want features (use only a little glue).
6. Put features on top of glue.
7. Put aside to dry before using.

Learning Center
Drawstring Bag

Objective: Given: 2 pieces fabric 6½ inches x 4½ inches
2 pieces of 15 inches cord
scissors
thread
needle or sewing machine
safety pin

...you will be able to cut and sew a bag, insert a drawstring and complete the evaluation yourself.

Directions: Read instructions
Follow step-by-step instructions
Evaluate yourself by completing the evaluation at bottom of this page
Place the evaluation in the IN box for teacher grading

Name _____

Date _____

Period _____

Drawstring Bag Evaluation

5 pts. = good
3 pts. = average
1 pt. = poor

	Student Score	Teacher Score
Bag is cut evenly		
Bag is sewn neatly		
Drawstring opens and closes easily		
Total Points		
Grade		

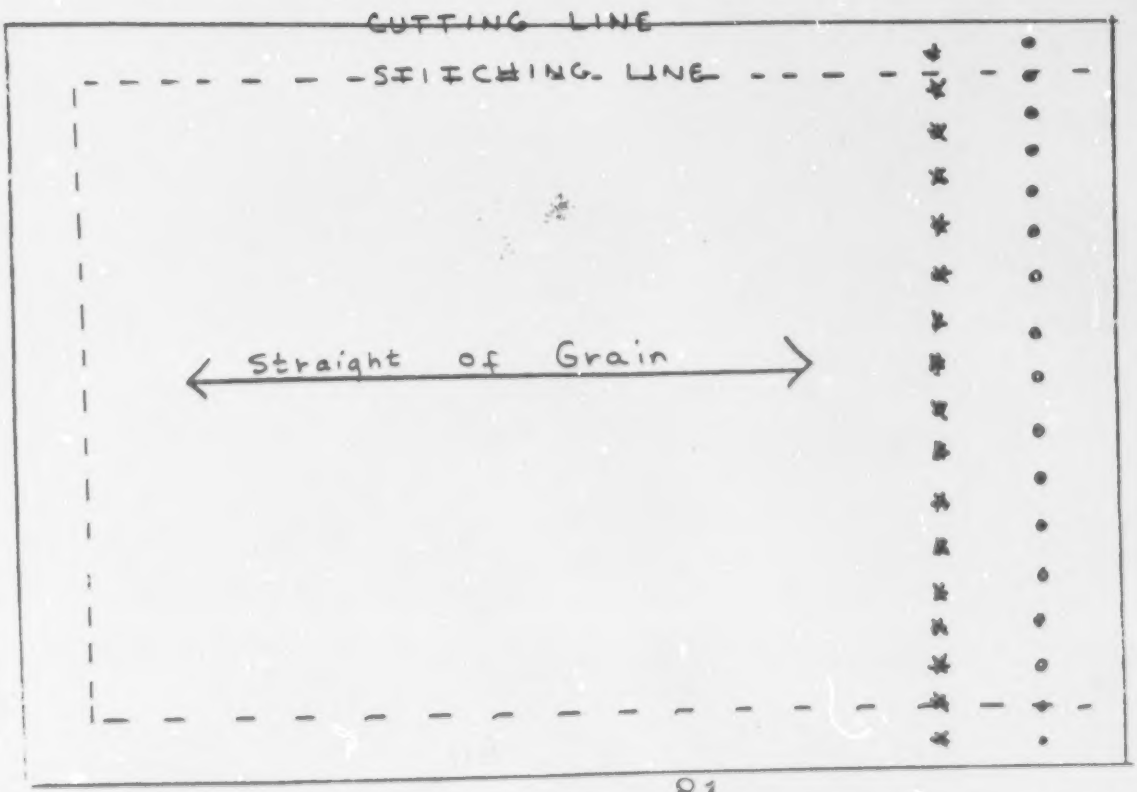
14-15 = A
12-13 = B
10-11 = C
9 = D

Learning Center
Drawstring Bag
-p.2-

Drawstring Bag Instructions

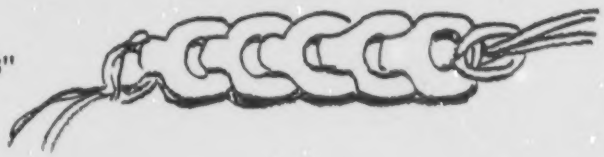
1. Cut out pattern below.
2. Pin pattern on fabric so arrow follows pattern or fabric salvage edge or grain.
3. Cut fabric out following pattern cutting line.
4. Sew stitching line ----- around three (3) sides of bag with machine or by hand with backstitch.
5. Press or fold top edge down on ●●●●● line.
6. Press or fold edge again on **** line.
7. Open and crease the seams on both sides.
8. Edge stitch this on inside folded edge by hand with backstitch.
9. Turn the bag right side out. Pull out corners with a pin.
10. Cut threads 1/2 inch at top of bag on each side.
11. Attach a safety pin to one end of drawstring, push it through the opening on one side and pull it all the way around the bag and out through the same opening. Knot ends. Do the same on the other side.

*Note: Any size bag can be made - add six (6) inches to top edges of bag for cord.



Learning Center
Felt Chain Belt

Objective: Given: pattern
2 felt squares 6" x 8"
scissors
1 yard rug yarn
2 straight pins

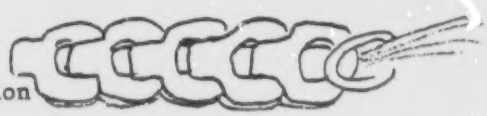


...you will be able to cut chain links, fold them inside each other until the belt fits you, attach yarn to each end and complete the evaluation yourself.

Directions: Read instructions
Follow step-by-step instructions
Evaluate yourself by completing the evaluation at bottom of this page
Place the evaluation in the IN box for teacher grading

Name _____
Date _____
Period _____

Felt Chain Belt Evaluation



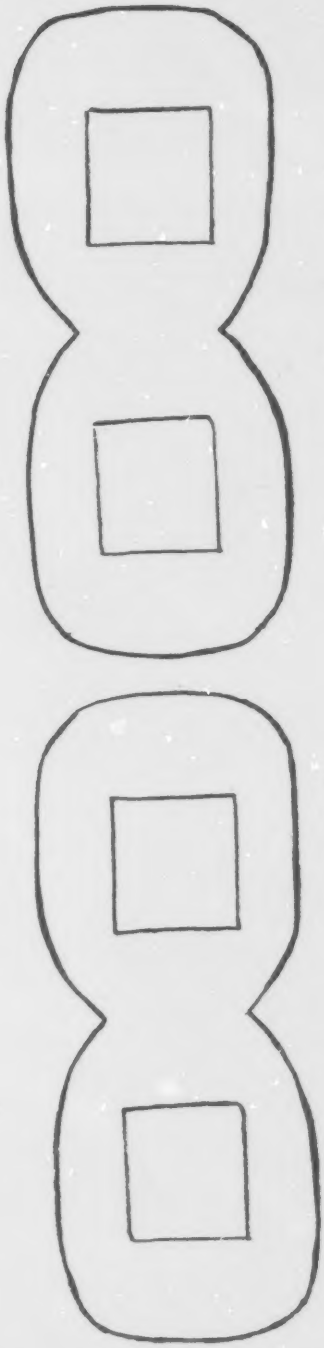
5 pts. = good
3 pts. = average
1 pt. = poor

	Student Score	Teacher Score
Pieces are neatly cut		
Ties are fastened securely		
Belt fits well		
Total Points		
Grade		

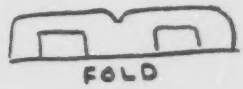
14-15 = A
12-13 = B
10-11 = C
9 = D

Learning Center
Felt Chain Belt
-p.2-

Felt Chain Belt Instructions



1. Cut out chain pattern.
2. Pin pattern to felt.
3. Cut 14 to 18 or more belt chains, depending on your waist size. You may want to fold pattern and felt in half lengthwise to cut out centers:



4. Take first link and fold in half:

5. Then take second link and thread it through the first and fold in half:

6. Repeat these steps until you have threaded links that will go around your waist except for one inch.
7. Then cut two pieces of yarn 1/2 yard each and attach one strip to each end as shown below:

Learning Center
Football Pincushion

Objective: Given: 6" x 6" square knit fabric of one color
6" x 6" square knit fabric of another color
(NOTE: consider popular football team colors)
scissors
needle
thread
fiberfill
brown embroidery thread

...you will be able to cut, sew, stuff and sew laces on a football pincushion and complete the evaluation yourself.

Directions: Read instructions
Follow step-by-step instructions
Evaluate yourself by completing the evaluation at bottom of this page
Place the evaluation in the IN box for teacher grading

Name _____
Date _____
Period _____

Football Pincushion

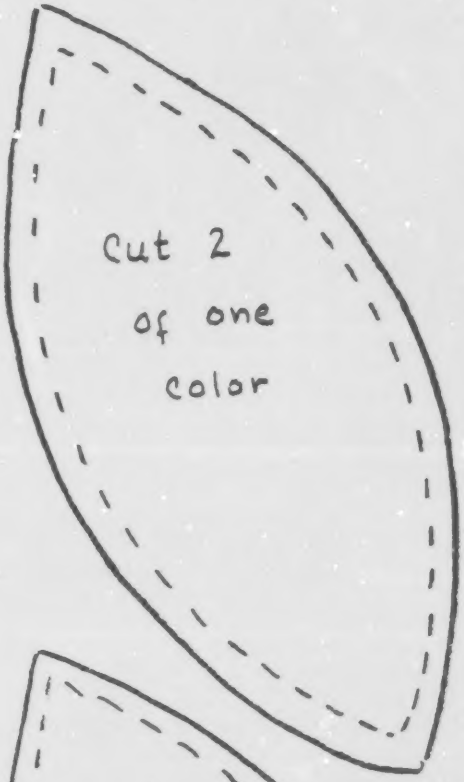
5 pts. = good
3 pts. = average
1 pt. = poor

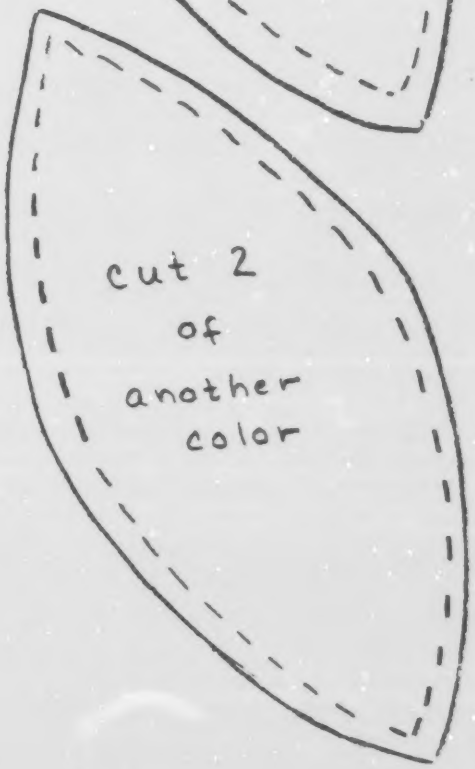
	Student Score	Teacher Score
Pincushion looks like a football		
Sewing is even		
Laces are neatly sewn		
Total Points		
Grade		

14-15 = A
12-13 = B
10-11 = C
9 = D

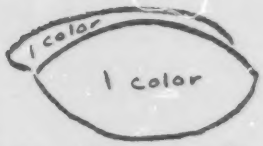
Learning Center
Football Pincushion
-p.2-

Football Pincushion Instructions





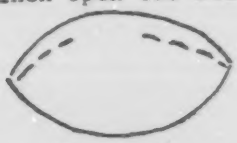
1. Cut out pattern pieces.
2. Pin each to folded fabric.
3. Cut out fabric twice (you now have 4 pieces).
4. Fit one of each color together.



5. Sew along one edge only.

6. Repeat for other 2 pieces.
7. Fit all 4 together at one edge - <u>right sides together</u>.
8. Sew along this edge.

9. Fit last edge together - <u>right sides together</u>.
10. Sew from points to middle, leaving 1 inch open for stuffing.



11. Turn right side out through opening.
12. Stuff full with fiberfill.
13. Close opening.
14. Sew laces on neatest other side.

Learning Center
Glitter Mask

Objective: Given: pattern
2 fabric crayons
iron
ironing table
4" x 11" muslin
scissors
8" x 10" scrap paper
sobo glue
1 tablespoon glitter

...you will be able to color the pattern, print it by pressing it onto fabric with hot iron, cut mask out, decorate areas with glue, sprinkle glitter over glue, dry mask and complete the evaluation yourself.

Directions: Read instructions
Follow step-by-step instructions
Evaluate yourself by completing the evaluation at bottom of this page
Place the evaluation in the IN box for teacher grading

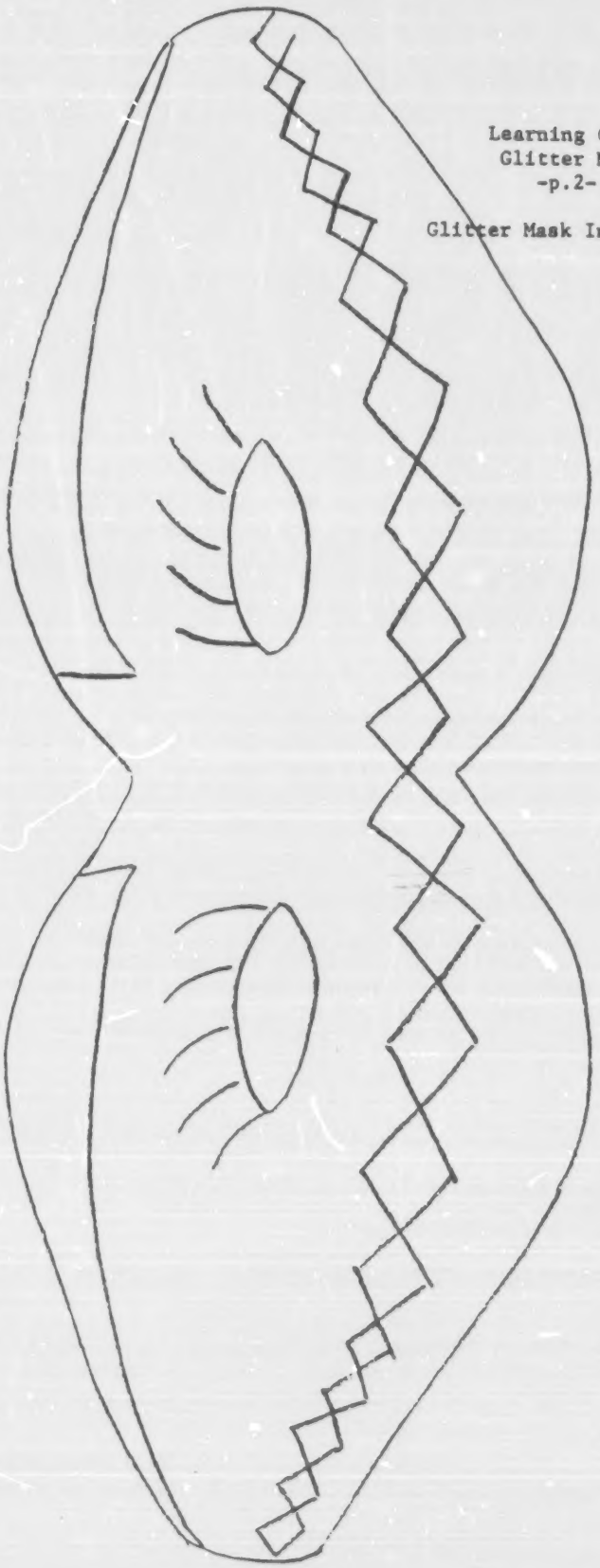
Name _____
Date _____
Period _____

Glitter Mask Evaluation

5 pts. = good
3 pts. = average
1 pt. = poor

	Student Score	Teacher Score
Mask is cut evenly		
Design is applied accurately and/or is creative		
Glitter and glue were applied lightly and neatly		
Total points		
Grade		

14-15 = A
12-13 = B
10-11 = C
9 = D



Learning Center
Glitter Mask
-p.2-

Glitter Mask Instructions

1. Trace design on pattern with <u>fabric crayons</u>.
2. Set iron on hottest setting (be very careful).
3. Make a sandwich of:
   pattern
   muslin cloth
   folded newspaper
4. Hold iron down on each part of design for 5 counts.
5. Cut out printed mask.
6. Lay mask on 8 x 10 piece of scrap paper.
7. Carefully line designs you want to sparkle with sobo glue.
8. Sprinkle glitter on top of glue.
9. Lift mask and catch extra glitter on paper.
10. Sprinkle again if not all is covered or save glitter.
11. Dry mask upright on 8 x 10 paper.

Learning Center
Soft Sculpture Cat

Objective: Given: 2 pieces calico 6½ inches by 5 inches
1 piece calico - another color - 3 inches by 2 inches
1 piece yarn - 5 inches
black marking pen
thread
pinking shears
fiberfill
needle or sewing machine

...you will be able to cut out two (2) patterns, cut out body and tail, sew these into a soft sculpture cat, stuff it, add face and bow and complete the evaluation yourself.

Directions: Read instructions
Follow step-by-step instructions
Evaluate yourself by completing the evaluation at bottom of this page
Place the evaluation in the IN box for teacher grading

Name _____

Date _____

Period _____

Soft Sculpture Cat Evaluation

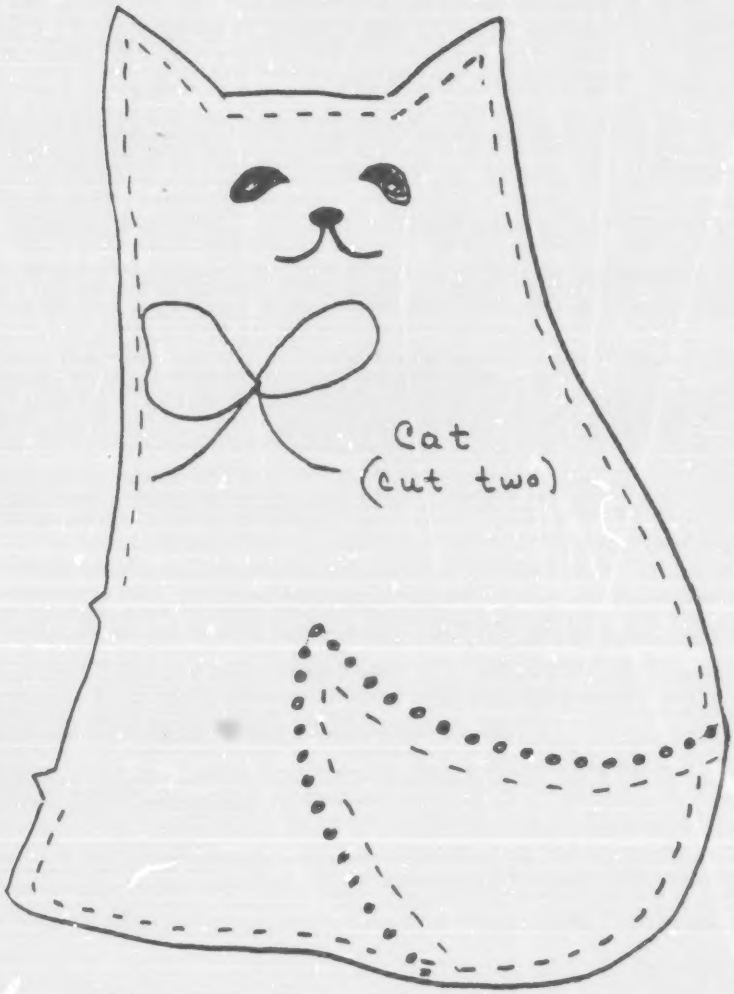
5 pts. = good
3 pts. = average
1 pt. = poor

	Student Score	Teacher Score
Cat has all parts as shown or has original changes		
Pieces are cut neatly		
Pieces are sewn neatly		
Total Points		
Grade		

14-15 = A
12-13 = B
10-11 = C
9 = D

Learning Center
Soft Sculpture Cat
-p.2-

Soft Sculpture Cat Instructions



1. Cut two (2) pattern pieces out: cat and tail.
2. Pin cat pattern to two (2) large pieces of calico and cut out with pinking shears.
3. Pin tail pattern to one (1) small piece of calico and cut out with pinking shears.
4. Sew tail to one side of cat body in position shown by dotted line on pattern.
   a. use small running stitch by hand
   or
   b. use zig zag on sewing machine
5. Mark face on this piece with black marking pen.
6. Sew two (2) sides together leaving space between open for stuffing.
7. Fill lightly with fiberfill.
8. Sew up opening.
9. Make a bow of yarn.
10. Sew bow on at knot at neck as shown.

Note: toys, pillows and soft sculpture cut with pinking shears can be sewn by blind students.

Learning Center
Sunglass Case

Objective: Given: 7 inch square of medium weight fabric
7 inch square iron-on fusible interfacing
Felt scraps and yarn for eyes or other designs
Shears
Matching or contrasting thread
Pinking shears
Sewing machine or needle

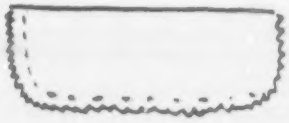
...you will be able to cut, press on interfacing, sew case together, pink two edges and complete the evaluation yourself.

Directions: Read instructions
Follow step-by-step instructions
Evaluate yourself by completing evaluation at bottom of this page
Place the evaluation in the IN box for teacher grading

Name _____

Date _____

Period _____



Sunglass Case Evaluation

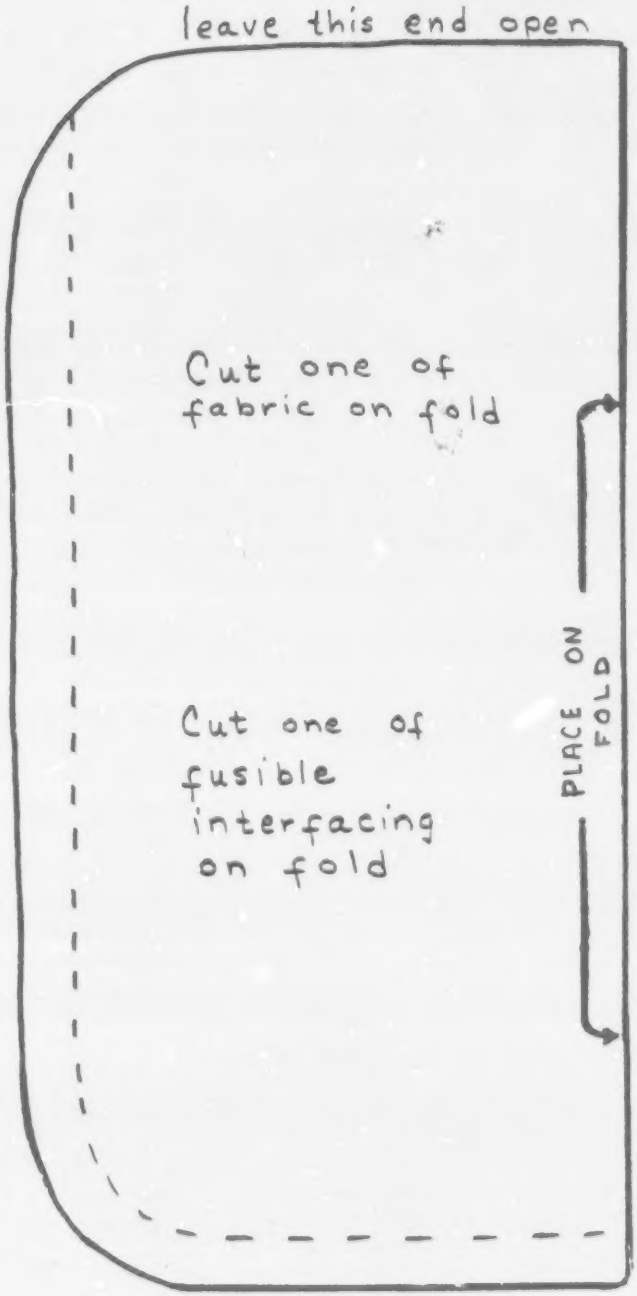
5 pts. = good
3 pts. = average
1 pt. = poor

	Student Score	Teacher Score
Design is neat and/or original		
Interfacing applied smoothly		
End open and stitching correct so case will hold glasses		
Total Points		
Grade		

14-15 = A
12-13 = B
10-11 = C
9 = D

Learning Center
Sunglass Case
-p.2-

Sunglass Case Instructions



1. Cut fabric on fold.
2. Cut interfacing on fold.
3. Placing glue side of interfacing to wrong side of fabric, iron the two pieces until they stick together.
4. Cut out a design of a contrasting color of felt.
5. Hand or machine stitch design on one side of opened right side of fabric.
6. Stitch 1/4 inch from outer long edge and bottom edge by machine or by hand.
7. Leave top narrow edge open.
8. Pink unfolded edges close to the edge with pinking shears.

NOTE: Creative designs may be cut from felt and applied to eyeglass case. Ideas are zodiac sign, flowers, lips, name, initials, boat, eyes, etc.

Learning Center
Pumpkin Pincushion

Objective: Given:

- 6" x 8" piece orange felt
- 1" x 2" piece black felt
- 1" square green felt
- 1" x 3" yellow felt
- shears
- pins
- embroidery needle
- black or orange embroidery floss
- handful of fiberfill stuffing

felt scraps may be used

...you will be able to cut, sew and stuff a pumpkin pincushion and complete the evaluation yourself.

Directions: Read instructions and printing on pattern pieces
Follow step-by-step instructions
Evaluate yourself by completing the evaluation at bottom of this page
Place the evaluation in the IN box for teacher grading

Name _____

Date _____

Period _____

Pumpkin Pincushion Evaluation

5 pts. = good
3 pts. = average
1 pt. = poor

	Student Score	Teacher Score
Pieces are neatly cut		
Sewing is even and holds pincushion together		
General appearance looks like pattern picture		

Total Points _____

Grade _____

14-15 = A
12-13 = B
10-11 = C
9 = D

Learning Center
Pumpkin Pincushion
-p.2-

Pumpkin Pincushion Instructions

1. Cut out pattern pieces.
2. Pin each to felt.
3. Cut 2 pieces of orange, 3 pieces of black, 2 of green and 1 of yellow felt.
4. Sew 2 eyes, nose, mouth on one side of pumpkin with overcast stitch.
5. Sew orange sides together (wrong sides together) with blanket stitch or overcast stitch.
   ·Leave 1 inch at top open.
6. Stuff lightly through this opening.
7. Sew 2 stem pieces together with overcast stitch, leaving bottom open.
8. Close top of pincushion by attaching stem to each orange side with overcast stitch.

Learning Center
Pinecone Turkey Decoration

Objective: Given: 2 inch pinecone
3 inch square brown construction paper
2 inch square red construction paper
5 inch by 3/4 inch construction paper - any color
4 inch by 2 inch orange construction paper
Scissors
Glue
Marking pen

...you will be able to cut head, wattle, tail and stand of construction paper, glue wattle to head, mark dots for eyes, fit parts into pinecone to make a pinecone turkey decoration and complete the evaluation yourself.

Name _____

Date _____

Period _____

Pinecone Turkey Decoration Evaluation

5 pts. = good
3 pts. = average
1 pt. = poor

	Student Score	Teacher Score
Paper cut out smoothly		
Pieces are located in places on pinecone so decoration looks like a turkey		
Turkey sits on stand evenly		

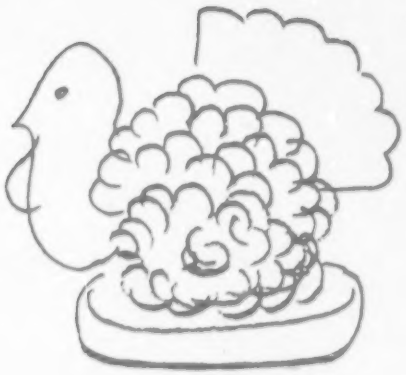
Total Points _____

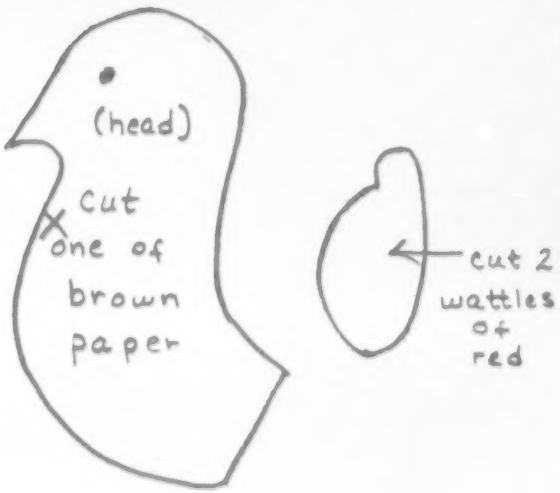
Grade _____

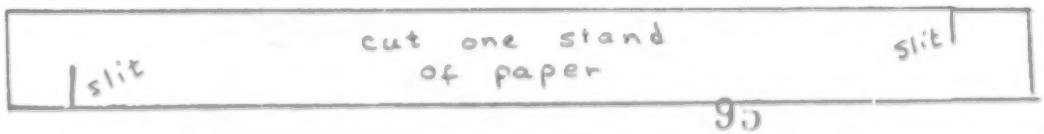
14-15 = A
12-13 = B
10-11 = C
9 = D

Learning Center
Pinecone Turkey Decoration
-p.2-

Pinecone Turkey Instructions







1. Cut head from brown construction paper.
2. Cut 2 wattles from red construction paper.
3. Glue wattles on neck of head at spot X on both sides
4. Cut one tail of orange construction paper.
5. Cut stand from any color paper.
6. Fit paper pieces into pinecone in same places as example. Pinecone will hold them tightly if you put them in far enough.
7. Make a circle from stand fitting slits together.
8. Stand turkey into stand.

Learning Center
Holiday Ornament

Objective: Given: pattern
2 pieces 5" x 4" green felt
felt scraps (or sequins)
scissors
sobo glue
needle
thread
handful of fiberfill
4 inches of yarn

...you will be able to cut, glue designs on, sew together, stuff, attach a string to holiday ornament and complete the evaluation yourself.

Directions: Read instructions
Follow step-by-step instructions
Evaluate yourself by completing evaluation at bottom of this page
Place the evaluation in the IN box for teacher grading

Name _____
Date _____
Period _____

Holiday Ornament Evaluation

5 pts. = good
3 pts. = average
1 pt. = poor

	Student Score	Teacher Score
Pieces are neatly cut		
Designs are neat and sewing is even		
String is attached properly		
Total points		
Grade		

14-15 = A
12-13 = B
10-11 = C
9 = D

Learning Center
Holiday Ornament

Holiday Ornament Instructions

1. Cut out pattern.
2. Pin pattern to 2 pieces of green felt and cut.
3. Cut out circles or designs from felt scraps.
4. Glue these on one side of tree and allow to dry.
5. Sew 2 sides of tree together, leaving 1 inch for stuffing.
6. Stuff lightly with fiberfill.
7. Double yarn and sew both loose ends to top of ornament at back.

Learning Center
"I Have a Dream" Pin

Objective: Given: pattern
5" x 4" white felt - 2 pieces
2" x 4" pieces each of red, violet, blue and green felt
needle, thread
scissors
fabric crayons
sobo glue
iron, newspaper, scrap paper
handful of fiberfill
safety pin

...you will be able to cut pieces, crayon and print letter, glue rainbow on, sew clouds together, stuff, complete pin and complete the evaluation yourself.

Directions: Read instructions and printing on pattern pieces
Follow step-by-step instructions
Evaluate yourself by completing evaluation at bottom of this page
Place the evaluation in the IN box for teacher grading

Name _____
Date _____
Period _____

"I Have a Dream" Pin Evaluation

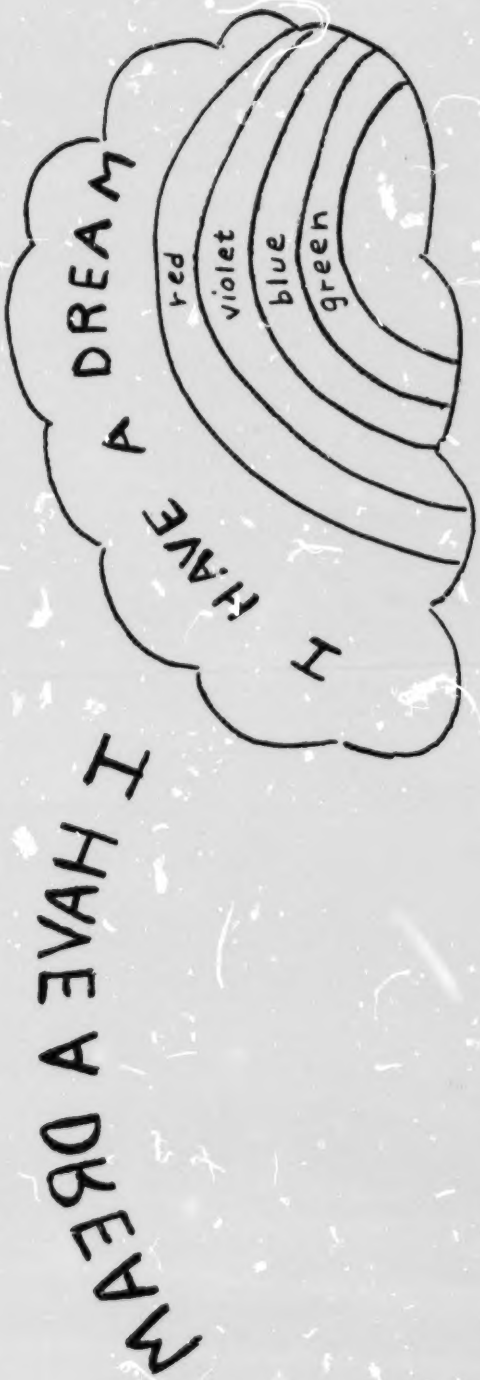
5 pts. = good
3 pts. = average
1 pt. = poor

	Student Score	Teacher Score
Pieces are neatly cut		
Printing is clear to read		
Pin is sewn together neatly		
Total points		
Grade		

14-15 = A
12-13 = B
10-11 = C
9 = D

Learning Center
"I Have a Dream" Pin
-p.2-

"I Have a Dream" Pin Instructions



1. Cut out cloud pattern.
2. Pin to white felt pieces and cut 2 clouds.
3. Cut out rainbow patterns.
4. Cut each strip of rainbow from red, violet, blue and green felt.
5. Color I HAVE A DREAM with fabric crayons.
6. Set iron at highest setting. Print letters on one cloud piece in a sandwich of:
   scrap paper
   pattern colored side down
   one cloud piece
   newspaper
7. Hold iron in place for 5 counts.
8. Glue rainbow stripes in position - allow to dry.
9. Sew clouds together, leaving one inch for stuffing. Blanket stitch or overcast stitch are good for this.
10. Fill lightly with fiberfill.
11. Sew opening closed.
12. Attach safety pin on back by sewing top of pin to felt.

Learning Center
Presidents' Silhouettes

Objective: Given: 3½ inch by 7 inch black construction paper
8 inch by 5 inch red, white, or blue construction paper
scissors
glue

...you will be able to cut out two (2) presidents' silhouettes, glue them to a folded paper and complete the evaluation yourself.

Directions: Read instructions
Follow step-by-step instructions
Evaluate yourself by completing evaluation at bottom of this page
Place the evaluation in the IN box for teacher grading

Name _____
Date _____
Period _____

Presidents' Silhouettes Evaluation

5 points = good
3 points = average
1 point = poor

	Student Score	Teacher Score
Silhouettes are cut out carefully and look like Lincoln and Washington		
Gluing done so silhouettes stick evenly with no extra glue showing		
Heads are centered		
Total Points		
Grade		

14-15 = A
12-13 = B
10-11 = C
9 = D

Learning Center
Presidents' Silhouettes
-p.2-

Presidents' Silhouettes Instructions

President Washington

President Lincoln

1. Cut out paper patterns on this page.
2. Fold black construction paper in half to square.
3. Cut black piece on this fold.
4. Place each president's head on top of a black square and cut it out carefully.
5. Fold red, white, or blue construction paper in half so it is almost square.
6. Center each president's head on one-half of the fold and glue them down, using little glue.

Learning Center
Glitter Shamrocks

Objective: Given: 4 inch square white felt
4 inch square green felt
1 tsp. glitter
Sobo glue
Piece of scrap paper
Scissors

...you will be able to cut and glue shamrocks together, put a small amount of glue on to form design, sprinkle glitter on the design and pin a pin on the back to make a glitter shamrock and complete the evaluation yourself.

Directions: Read instructions
Follow step-by-step instructions
Evaluate yourself by completing evaluation at bottom of this page
Place the evaluation in the IN box for teacher grading

Name _____

Date _____

Period _____

Glitter Shamrocks

5 pts. = good
3 pts. = average
1 pt. = poor

	Student Score	Teacher Score
Shamrock is cut neatly		
Glue was carefully used - no large spots showing		
Design is clear and/or original		

Total Points _____

Grade _____

14-15 = A
12-13 = B
10-11 = C
9 = D

Learning Center
Glitter Shamrocks
-p.2-

Glitter Shamrocks Instructions

1. Cut one shamrock of white felt.
2. Cut one shamrock of green felt.
3. Put a piece of paper under your work.
4. Glue 2 shamrocks together using a small amount of glue. Check to see that edge showing is even.
5. Apply a thin line of glue just inside outer edge of green shamrock.
6. Sprinkle glitter over line of glue.
7. Shake extra glitter off onto scrap paper.
8. Create original designs with glue: your name, initials, etc.
9. Sprinkle glitter on these.
10. Dry shamrock.
11. Attach safety pin on back.

Learning Center
Valentine Pin

Objective: Given: pattern
3" square of craft fur
printed candy heart
or
1" square of white felt
scissors
sobo glue
straight pin

...you will be able to cut and glue a valentine pin and complete the evaluation yourself.

Directions: Read instructions
Follow step-by-step instructions
Evaluate yourself by completing the evaluation at bottom of this page
Place the evaluation in the IN box for teacher grading

Name _____
Date _____
Period _____

Valentine Pin Evaluation

5 pts. = good
3 pts. = average
1 pt. = poor

	Student Score	Teacher Score
Hair is facing up		
Heart is cut neatly		
Small heart glued on firmly		
Total points		
Grade		

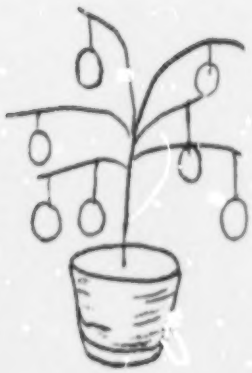
14-15 = A
12-13 = B
10-11 = C
9 = D

Valentine Pin Instructions

1. Cut out pattern pieces.
2. Smooth fur so it all goes one direction.
3. Pin large heart to fur on grain so fur goes up.
4. Cut out heart.
5. Use a small amount of glue on fur in center and place candy on

   or

   cut out felt heart and glue it on.
6. Allow to dry.
7. Pin on yourself with straight pin.



Learning Center
Decorated Eggs

Objective: Given: pattern
6" x 8" felt
felt scraps of other colors
scissors
sobo glue
thread
needle
handful of fiberfill
4" yarn
(rick rack, lace, etc. optional)

...you will be able to cut out eggs and features, glue features on, sew eggs together, stuff them, finish sewing egg and complete the evaluation yourself.

Directions: Read instructions
Follow step-by-step instructions
Evaluate yourself by completing evaluation at bottom of this page
Place the evaluation in the IN box for teacher grading

Name _____

Date _____

Period _____

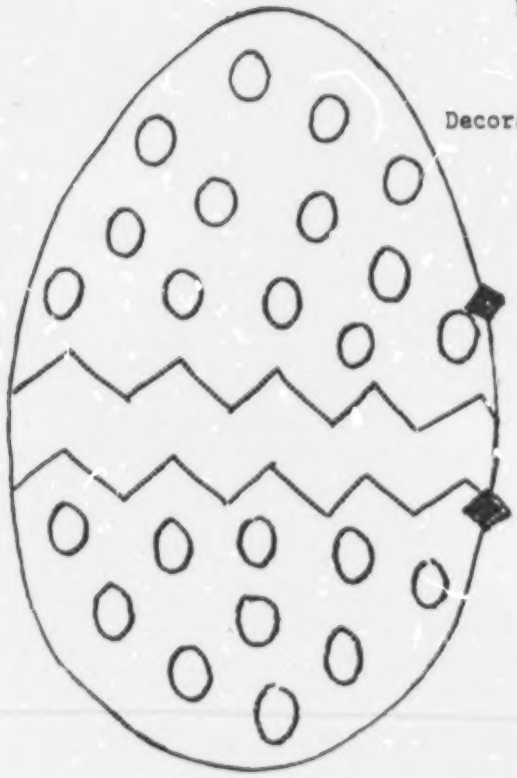
Decorated Egg Evaluation

5 pts. = good
3 pts. = average
1 pt. = poor

	Student Score	Teacher Score
Pieces are neatly cut		
Sewing is even and holds eggs together		
Features are well placed and/or original		
Total Points		
Grade		

14-15 = A
12-13 = B
10-11 = C
9 = D

Learning Center
Decorated Egg
-p.2-



Decorated Egg Instructions

1. Cut out pattern you choose to use.
2. Cut out 2 felt egg shapes.
3. Cut out features from felt scraps.
4. Glue or sew features on one side of egg.
5. Sew two sides of egg together, leaving short area between notches open. Sew with overcast stitch or blanket stitch if you know them.
6. Stuff lightly with fiberfill.
7. Sew opening together.
8. Attach a yarn cord at narrow end for hanging.

NOTE: These can be all hung on a tree branch set in a pot of rocks for an egg tree in classroom or showcase.

Learning Center

Mother's Day or Personal Banner

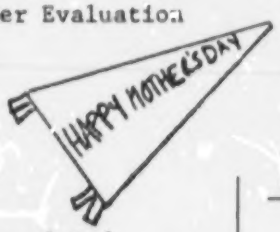
Objective: Given:
- 10" x 6" piece white tissue paper
- 10" x 6" piece nonfusible pellon
- fabric crayons
- scissors
- pencil
- iron
- white used ditto paper
- 4 sheets newspaper
- instruction and pattern sheet

...you will be able to make a Mother's Day or Personal Banner and complete the evaluation yourself.

Directions:
- Read instructions and pattern sheet
- Follow step-by-step instructions
- Evaluate yourself by completing the evaluation at the bottom of this page
- Place the evaluation in the IN box for teacher grading

Mother's Day or Personal Banner Evaluation

5 pts. = good
3 pts. = average
1 pt. = poor

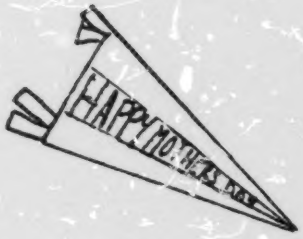


	Student Score	Teacher Score
Letters are clearly printed		
Banner is neatly cut		
Total banner looks complete		

Total Points _____

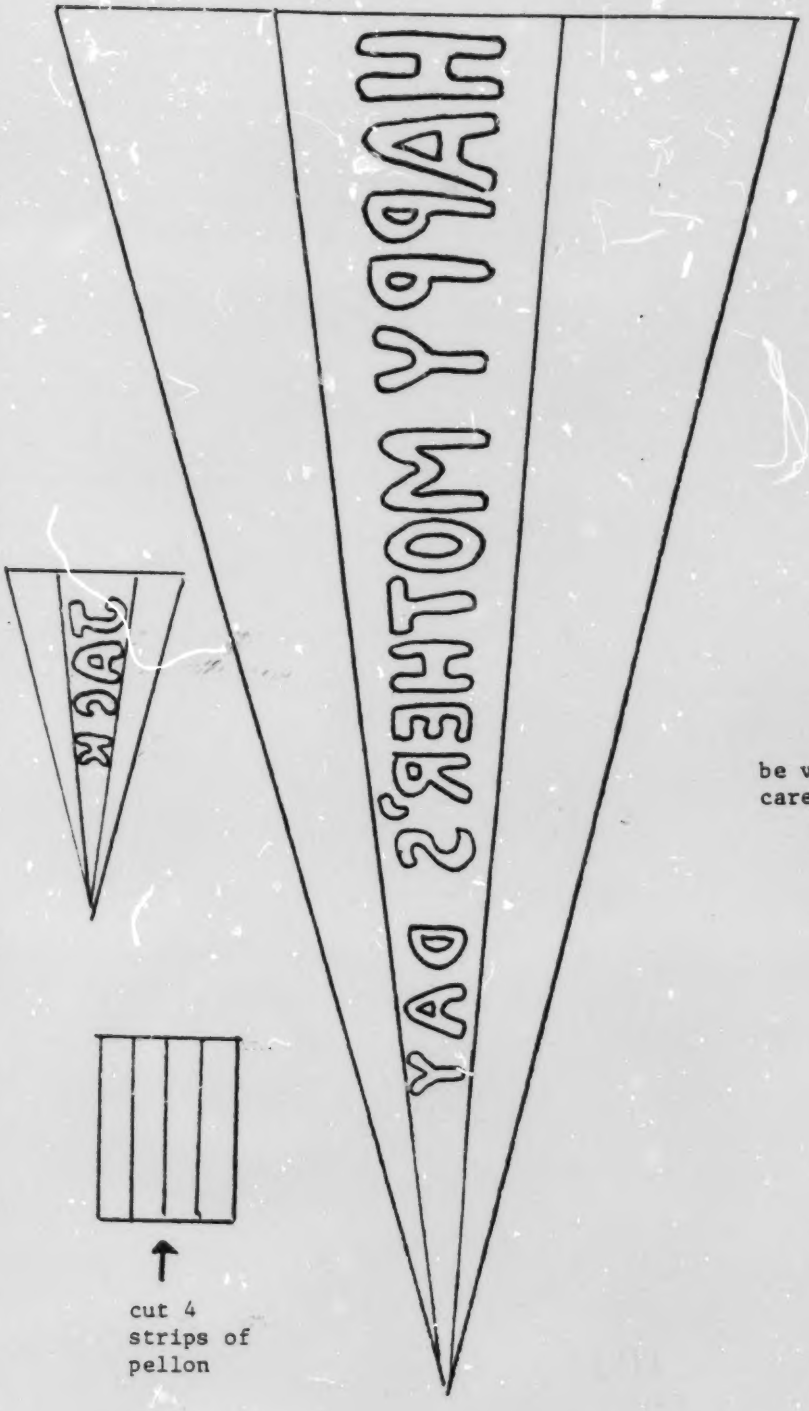
Grade _____

14-15 = A
12-13 = B
10-12 = C
9 = D



Learning Center

Mother's Day or Personal
Banner Instructions



1. Cut banner of pellon.
2. Cut 4 strips of pellon.
3. Trace center triangle on tissue paper.
4. Print Happy Mother's Day from large to small end inside tissue paper triangle with a pencil.
5. Turn tissue paper upside down and color the backwards side brightly with fabric crayons (you will be able to see your printing through the tissue paper).
6. Make a sandwich of:
   .white paper clean side down on top
   .tissue paper colored side down next
   .banner next
   .4 sheets newspaper on bottom
7. Set iron on hottest setting Wait until you count to 20.
8. Hold iron on top of your sandwich (be sure you are on top of banner) for 7 counts. Don't move the sandwich.
9. Lift up and see what you printed.

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